

National Parent-Teacher

THE P.T.A. MAGAZINE

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

June 1954



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE WHITE HOUSE
WASHINGTON

April 16, 1954

Dear Mrs. Leonard:

My warm greetings go to all members of the National Congress of Parents and Teachers on the occasion of your annual convention in Atlantic City.

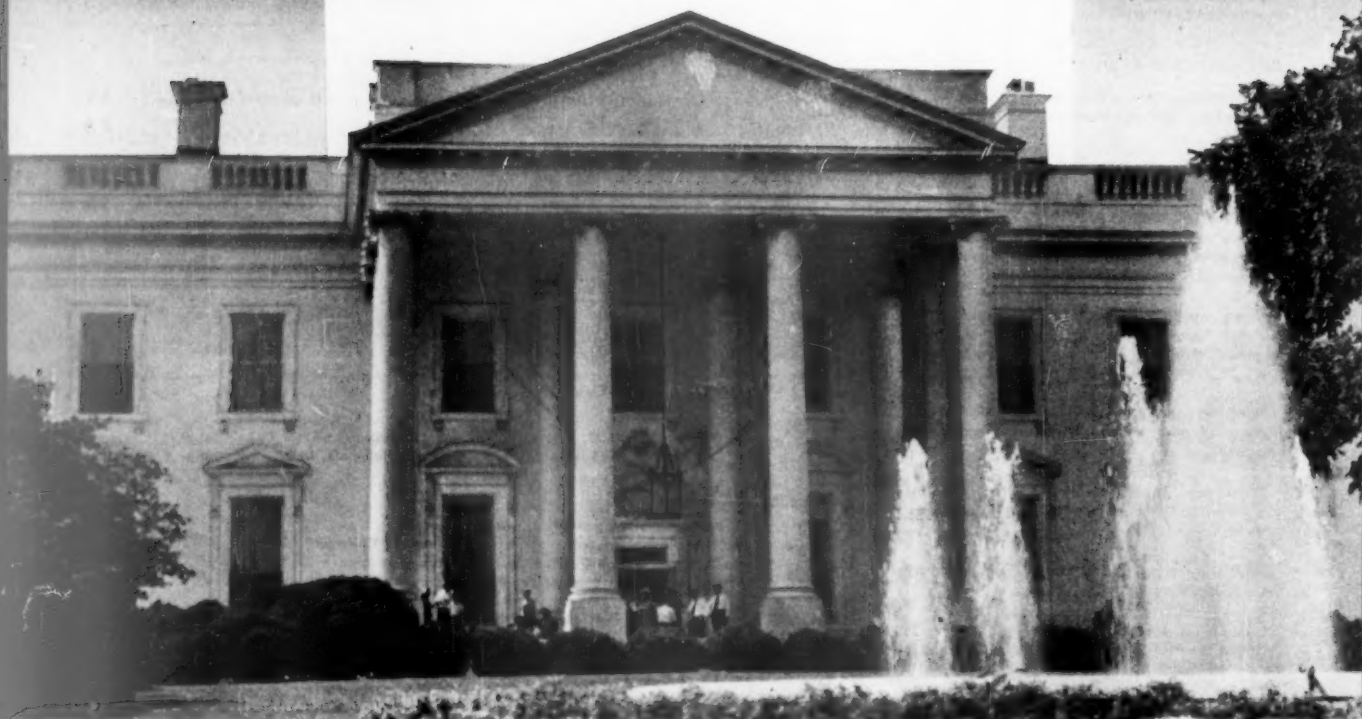
With all of you I share the conviction that the solution of problems affecting the education of our young people requires the concerted effort of all our citizens. It is therefore most encouraging to see, among parents, a rising desire to participate in the improvement of our schools and to cooperate with state and federal agencies in their efforts to cope with our educational shortages. This rising interest is reflected, to a most heartening degree, in your organization's steadily growing membership.

It is my hope that, through this convention, you will devise additional ways in which American citizens can work together to attain those educational goals for which all of us strive.

Sincerely,

Newton P. Leonard

Mrs. Newton P. Leonard
President
National Congress of Parents and Teachers
341 Sharon Street
Providence, Rhode Island



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Island Journey



The President's Message

you cannot visit Hawaii, it has been said, without coming away a changed person—changed for the better. This I can truly appreciate after three weeks in these beautiful islands.

The enchantment takes hold the moment you arrive in Honolulu. What visitor is not instantly captivated by the island of Oahu—by the deep blue waters, the majestic heights of the many mountains or the shining sands of Waikiki with Diamond Head in the distance? Who, as he travels the other islands, can look indifferently at the steep Waimea Canyon, at the volcano Kilauea, with its sulphur banks and steaming holes, which last erupted in 1952; or at Haleakala, the volcanic peak with blooms of silver sword on its slopes? Who can forget the leis of many-colored flowers, the suppleness of the net-throwing fishermen, the grace of the hula dancers, or the quiet of the countryside with its pineapple plantations and waving plumes of sugar cane?

I HAD long wanted to visit the schools of Hawaii. Now that I had this privilege, I hesitated for fear of interrupting lessons. But my doubts soon fell away, for everywhere cordial hands reached out to clasp mine. Teachers hastened to explain the work of their classes, and the children, welcoming me with songs and smiles, made me feel that we were old friends.

High school boys proudly invited me to inspect their projects—new enclosures for orchids, beds of poinsettias for Christmas 1954, and poultry houses, from which they offered to sell me eggs. These students are learning to market as well as to produce! One high school has a farm that grosses more than five thousand dollars a year.

My visits to grade schools were particularly delightful. Their programs are much like ours, but the schools have large campuses, where classes often meet under the sky. Many rooms have one wall open to the corridor; they are almost literally outdoor classrooms. Fifth-graders help prepare lunch, which is usually eaten in a "cafetorium," a combination cafeteria and auditorium. And they follow the beautiful custom of singing grace.

Nowhere did I see disorder or confusion, yet nowhere did I see stern discipline. Hawaiian children are indeed good citizens. Teen-ager or tot, each child

took care of his own actions, always respectful of the rights of others.

The schools on the Islands have their problems, and they're much like ours on the mainland: crowded schools, a shortage of teachers, and inadequate funds for school construction. But home and school, educators and laymen are working together closely and harmoniously to find answers. Hawaii, I am glad to report, is nearing the goal of a P.T.A. in every public school. I found administrators very much interested in our policies and most eager to discuss them.

most impressive of all—and most difficult to write about—is the spirit of the people. The people are of varied racial origins and religious faiths, of unequal economic means, and of many national backgrounds. Yet they deeply respect and diligently practice democratic procedures, forgetting their differences as they build on their likenesses. And the greatest likeness among the people of Hawaii—as among people everywhere—is their love of children.

As our plane climbed higher and higher, bound for home, I watched the land below us fade to a faint shadow on the sea. That shadow, now dim and blurred, was a corner of earth so beautiful that its enchantment, once felt, would never quite wear off.

But Hawaii had something more to say to me. Something more was speaking through its beauty and the warm friendliness of the people. What were these islands saying? I did not have to search long for my answer. That the love of children may build peace in the minds and hearts of all men, regardless of their race, creed, or political beliefs.

Lucille P. Leonard

President, National Congress of Parents and Teachers

Prospecting for

As exciting as any search for hidden treasure is the effort to explore the minds of boys and girls for valuable abilities. It's being done effectively, and here's the story. Your school can do it too, now that educational science has produced an instrument for our use—a sort of Geiger counter for the discovery of precious human resources.

LEADERS in government, industry, the sciences, and the professions tell us that the United States is suffering a serious shortage of college-trained manpower. If, they add, we are to meet our responsibilities at home and in the world, our country needs the services of as many highly educated people as we can muster.

In the face of this need, the fact is that we are wasting half of our best brains. Both government and private studies show that at least 50 per cent of the nation's brightest and most talented youth—the gifted youngsters who can determine our destiny—are leaving school prematurely and never get to college. Many never finish high school.

As Lyle Spencer, president of Science Research Associates, testing specialists for education and industry, stated recently: "Thousands of extra-bright youngsters who, along with their parents, are unaware of their mental capabilities, are, through poverty, confusion, or discouragement, drifting into lifetime activities far short of their capabilities. We must locate this wealth and refine it for the public welfare."

Spencer's statement pinpoints a growing movement in education to prospect the field of adolescent youth. This year, for example, upwards of 250,000 high school students in the United States and Hawaii are

being tested in order to bring to light those of special ability. School administrators expect to find 5,000 highly superior boys and girls and 50,000 more who are far above average.

The means for finding these exceptional youngsters is a special set of tests known as the Iowa Tests for Educational Development. The ITED are not intelligence tests designed to measure unlearned, or latent, intellectual ability. Instead they measure general knowledge and the ability to use that knowledge. In other words, they measure accomplishment. From these tests experts can now foretell a high school freshman's potentialities for college success almost as easily as they can a senior's.

They Could and They Did

One of the tragedies of our schools is that thousands of unusually capable youngsters fall by the wayside under the handicap of poverty, inferior social status, or lack of incentive. But when the Iowa Tests show accurately and dependably that twelve-to-fourteen-year-old Jim and Susie from across the tracks are especially well-informed, critical thinkers, Jim and Susie are often spurred to aggressive efforts to reach the goal of higher education. At the same time a vigorous pride is often awakened in the parents, with the result that they make the extra effort needed to see their kids through high school and college.

Take the case of the three sons of a Chicago policeman who was killed by robbers. The widow was destitute except for a small pension. She felt that to help the boys get through high school was to do her utmost. The oldest got a job as a newsboy, ultimately passing it on to his younger brothers.

But the Iowa Tests showed that all three lads were of college caliber. This knowledge fired their ambi-

All photographs are reproduced from the filmstrip "Iowa Tests of Educational Development" by Science Research Associates.

Brain Power

William F. McDermott

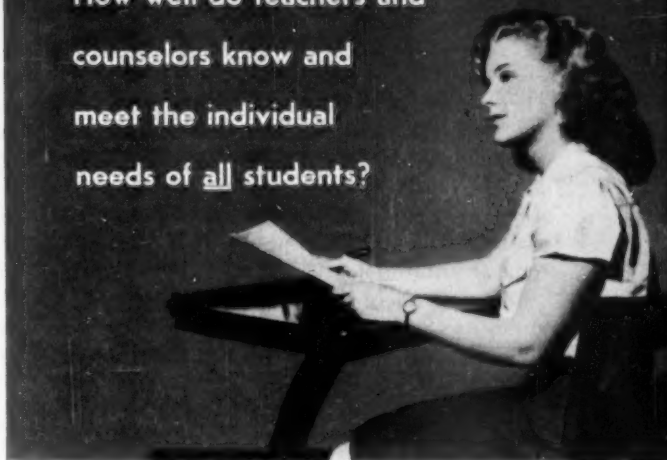
tions. They worked their way through high school and went on to win college scholarships given by the newspaper distributors' association. One lad is now in advanced training as a chemical engineer. The other two are studying to be aeronautical engineers.

In another instance a fourteen-year-old girl entered a city high school, making an ordinary record as a freshman. When her mother died the following year, the youngster took over much of the household burden, including the care of younger children. Her school work went downhill. Yet the Iowa Tests ranked her in the top 1 per cent of the students tested in her school. On learning this fact her father made home arrangements that freed her for study. She climbed to the top of her class as a senior, won a scholarship in a major eastern college, and got a graduate degree in social science, which prepared her for social work in city slums.

E. F. Lindquist, professor of education at the University of Iowa and founder of the Iowa Test system, tells of the evolution of a misfit among those uncovered in the testing programs. The youth was a high school junior getting C and D grades. He was uncooperative and often failed to turn in his papers. Teachers lost interest in him. They didn't know that his low grades were due primarily to boredom.

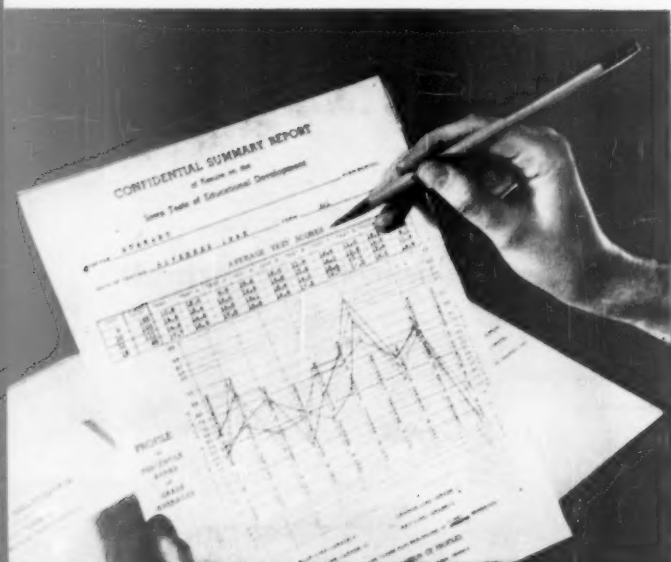
However, the tests showed that he was the highest in educational development of the school's five hundred students. The boy, his teachers, and his parents were incredulous at first. But teachers made new efforts to help him; his parents' renewed faith in him boosted his morale. He jumped into first place in scholarship. Later, in Iowa's annual "brain derby," a state-wide scholarship contest, he won a rating among the top ten students. He went to Harvard and became an engineering specialist.

How well do teachers and
counselors know and
meet the individual
needs of all students?



In another case a shy kid from a one-room country school in a poor farming area nursed a secret ambition to go to agricultural college. His grades were low average. His future seemed to hold nothing beyond eighth grade. He insisted on tackling high school. There the Iowa Tests showed that his educational achievement was far above average. Immediately his self-confidence and ambition skyrocketed. His grades improved, and he went on to college, where he made the honor roll. He later became a teacher of agriculture.

Frequent failure in his studies, the product of indifference and boredom, caused one youth to be labeled by some of his teachers as dull. Yet the ITED placed him in the top 25 per cent scholastically. This revelation spurred both the boy and his instructors to new efforts. The lad's father, a successful businessman, thought his son didn't need college training.



He expected him to follow in his footsteps. However, the father changed his mind when he learned that the boy had high scores on the science section of the ITED. The youth's grades quickly improved; he went on to college, where he regularly got A and B grades. He is now working for his Ph.D. and expects to be an anthropologist.

In Iowa, where the ITED were pioneered, school authorities who use the tests give them major credit for increasing the number of superior students who go on to college.

In a study of Iowa high school seniors, psychologist Leo Phearman found that 92 per cent of those who scored in the top 2 per cent on the ITED and 71 per cent of those in the top 10 per cent went on to college.

This year the tests will be given in four hundred Iowa high schools. Their enrollment represents about two thirds of the state's high school youth. If past achievement records continue, more than 70 per cent of those revealed by the ITED to be especially capable will graduate and go on to college—a percentage almost double the national average.

Sharing the Fruit of Experience

The present Iowa Tests for Educational Development are the result of thirteen years of experiment and development under the leadership of Dr. Lindquist. Earlier tests were geared primarily to test for factual knowledge acquired in specific high school courses. Dr. Lindquist and other educators found such tests inadequate for measuring genuine over-all learning. They realized that the ability to use knowledge effectively is more important than the number of facts remembered. Furthermore, children learn a

great deal outside school—at home, on trips, in jobs, and from outside reading, radio, movies, and a variety of contacts with people. The ITED were developed to test for knowledge, regardless of where it was acquired, and for the ability to apply it in practical ways.

Extensive use of the Iowa tests began in 1942 in three hundred Iowa high schools. In 1948 Science Research Associates, whose tests on various educational levels are now used in more than twenty-one thousand schools and colleges, took over the circulation of the ITED on a nation-wide scale.

It takes seven and a half hours for a student to complete the tests. Freshman tests are usually followed up biyearly thereafter, not only to show progress registered but to reinforce in the minds of students and parents the advantages of a continuing education.

Technique and Content

Schools that wish to score and process their own tests can use a special edition of the ITED at a cost of about thirty-six cents per pupil. For a dollar per pupil SRA supplies the tests; the answers are processed at the University of Iowa. A complete list of each student's scores is prepared and ranked by a uniform standard that applies to every one of the thousands of high schools using the Iowa system. Scores are returned to the school. A report showing the school's national standing by grade is also furnished to the school administrator as a guide in assessing strengths and weaknesses in the curriculum.

At the University of Iowa fifty skilled women score the tests and prepare reports on the results. One worker averages fifteen tests an hour. A new \$350,000 electronic "brain" now being installed will process as many as six thousand tests an hour, thus taking over the work of more than four hundred clerks and other office workers, not to mention \$300,000 worth of old-style office machines.

The battery of nine tests uses more than seven hundred items in four major divisions, or areas, of practical achievement. The first area is that of language. A group of three tests reveals to testers how well a youngster has mastered the mechanics of correct writing, punctuation, usage. They learn something of what he knows about phraseology and organization of material. The tests also reveal how much a student understands of imagery, figures of speech, and outstanding qualities of style and structure, as well as mood, emotion, and characterization. In addition the tests cover vocabulary and spelling.

In the second area, mathematics, the tests measure ability to deal with numbers, with major emphasis on how well the student understands and can work everyday problems such as estimating expenses of home repairs; handling business transactions; and

figuring costs of taxes, insurance, investments, installment purchases, and the like.

Tests in the third area deal with the social studies, including history, geography, economics, civics, and sociology. The first test measures general knowledge and understanding of contemporary social institutions and practices. It includes items based on such concepts as democracy, taxation, the Constitution, the Industrial Revolution, and trial by jury. A second test calls for interpretation and evaluation of reading selections taken from magazines, newspapers, and books commonly read by educated adults. Here the student is asked to show critical thinking. He must recognize not only what is actually written but what is implied. To make a high score he must be able to detect bias and propaganda and spot contradictions and logical errors.

talent and the outlet for it, he is headed for usefulness and happiness. He is as definitely an asset to society as the more gifted youngster.

College education, of course, is no guarantee of future success, as Dr. Lindquist and his associates are quick to point out. Misfits go to college, and some skim through. Occasionally talented kids with high marks are washouts in practical living. And many people achieve notable success without benefit of college training.

However, on a nation-wide basis, the estimated 50 per cent loss in trained brain power is probably conservative. Studies based on extensive use of the Army General Classification Test indicate that less than one fourth of the population capable of college work actually get college degrees.

But a new era in education appears at hand. The

It helps parents

and child

formulate

more realistic

educational and vocational plans—

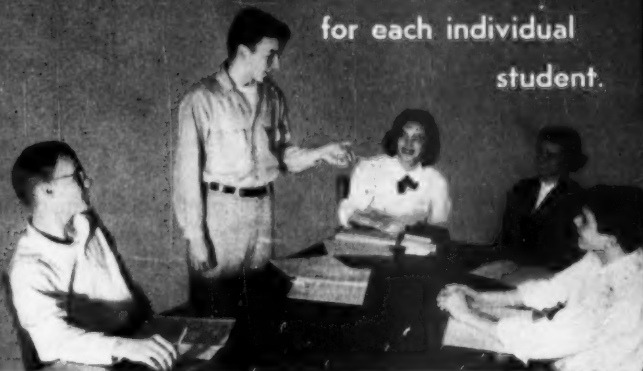


and get closer to maximum

educational development

for each individual

student.



In the fourth area, the natural sciences, there are again two main tests. One stresses general knowledge and understanding of scientific principles and common natural phenomena. The other is a reading test employing a variety of selections from scientific articles in newspapers, magazines, and books.

Educators on a Voyage of Discovery

The testing system is not devised to pick out the choice mental specimens of young humanity and leave the lesser lights to mediocrity and discouragement. By showing what a youngster has already achieved, the ITED indirectly reveal potentiality for further achievement. Moreover, every youngster has a distinctive ability of some sort. The tests are designed to locate that ability and thus stimulate growth and self-confidence. When a student finds his

old legend told of the uneducated but ambitious office boy who moved up to the corporation president's chair by sheer will power. The new legend may soon be the success story of the youth whose exceptional powers were uncovered by science, thus stimulating him to reach the heights of achievement through education.

Before William F. McDermott began his writing career he was a pastor in the Chicago stockyards and an army chaplain during World War II. He turned to newspaper reporting and was for some years religious editor of the Chicago Daily News. Now a nationally known free-lance writer, he also works actively for underprivileged boys and as a volunteer substitute pastor.



The Inner Resource

What takes place when we make a gift? More than
a change in ownership, more than the passing on of
a thing or a thought—if giving is for us a high art.

Bonaro W. Overstreet

ONE part of the story of our psychological maturing is fairly familiar to us now. Psychologists and psychiatrists have made it so. They have talked and written it into our common consciousness. This is the part about how we outgrow the infant stage of being receivers only and enter upon the human adventure of becoming both receivers and givers.

Every so often we encounter some adult who has never learned to give. Emotionally he is stunted. He may be six feet tall and forty years old. Yet if we look at him with the eyes of psychological understanding, we see him as an infant or small child, still clutching to himself the "toys" of his self-importance, still grabbing, still demanding, still expecting to be looked after and to be supported by someone else's effort, still sulking or throwing tantrums when crossed. We do not find such an individual either a joy to the spirit or a "present help in time of trouble." Whether or not we ever state the fact in psychological language, we recognize that he has somehow failed to "put away childish things."

Every so often also we encounter someone who does a lot of giving—but from whom we would rather not receive. He seems to give not out of sympathy or affection or overflowing good will but rather "to be seen of men"—or perhaps to be seen of himself. The persons to whom he gives appear to be little

more than vehicles for his proving to his own satisfaction that he is a remarkably generous soul. Here too we recognize a persistent, childish egocentricity.

Speaking of the deep mutual relationships by which we human beings live, Edwin Arlington Robinson wrote in *Captain Craig* that

for every gift
*Or sacrifice, there are—or there may be—
Two kinds of gratitude: the sudden kind
We feel for what we take, the larger kind
We feel for what we give.*

Here, we may be sure, is one mark of the spirit that has attained a fair measure of emotional maturity: the power to feel warmly, humbly, spontaneously grateful for the chance to be a giver.

Gifts That Express Kinship

The mature person is grateful in his giving not because he likes the chance to negotiate a fellow human being into the role of dependent receiver, so that he himself can feel big and strong and virtuous. He is grateful that he has something to give, that he does not stand empty-handed in the presence of another's need. Even more deeply he is grateful that by giving he can express his feeling of kinship with another, his conviction that the separateness of himself from those who are his brothers in destiny is

10.

Riches To Share



© Ewing Galloway

only that of their multiple individualities, not that of exclusion or indifference.

Our American nation has been described as a nation of givers, and there appears to be sound basis for the description. Our society lives and breathes through its voluntary associations, groups supported by gifts freely given. Whenever a newspaper or radio announcer issues some appeal, moreover, for an individual in need, the gifts pour in. Reaching beyond the boundaries of our country, Americans in growing multitude give, and welcome the chance to give, to those whom they are recognizing as fellow residents of one world.

All this adds up to something sound and healthy. It is evidence that when occasion offers we do reach beyond ourselves. It confirms too our belief in the arts of neighborliness and in the basic unity of man. To the extent that we as a nation act thus, we can venture to believe ourselves a maturing nation.

Gifts That Warm the Spirit

If we size up the allover pattern of our giving, however, we glimpse the fact that most of us, or more probably all of us, still have much to learn. As a people we give well in the area of our most characteristic national triumph—the production of material wealth. We give abundantly of money and

goods. But in relation to our neighbor down the street or on the other side of the world, are we equally skilled and generous when it comes to giving the mental and emotional intangibles: sympathy, understanding, companionship in perplexity, concern for the other's self-respect, appreciation, a warm interest in the other's interests, respect for human differences, and a contagious sense of the joy and sorrow and deep wonder of life? In these matters of the spirit do we give as we would be given to?

The plain fact is that we can give only what we have to give. We can write out a check for a good cause only if we have money in the bank to cover the check. And in like fashion we can give understanding only if we have understanding. We can give interest in what another person is trying to tell us about his slant on things only if we have interest to give. We can give a contagious sense of the heights and depths of life only if we have earned, and have in our possession, a feeling of those heights and depths.

Here, then, we circle back to the starting point of this year's series—our need for inner resources. Through the months we have explored the mental and emotional riches that we human beings are peculiarly equipped to make our own. We have recognized that the individual who does not have



such riches is poor indeed, and frighteningly at the mercy of circumstances. Now, however, we come to an even larger reason for our needing these riches: In a lonely and anxious world *we need them to give away to others.*

How can we give them even if we have them? Must not each human being discover them and earn them for himself? That is certainly true after a fashion. Only he who has eyes to see will see, no matter how beautiful his surroundings. Only he who has ears to hear will hear even the most sublime music.

Gifts That Enhance Awareness

Yet such statements do not tell the whole story. While awareness is indeed an individual experience, we often make for one another the conditions of awareness. If, for example, we make a fellow human being feel shy, shut up in himself, awkward, ridiculous, and anxious, *we inhibit his powers of wide-ranging awareness.* We become a reason why he will turn his thoughts toward himself and divert to self-defense the attention that, if he could turn it freely outward toward his world, might win him beauties to remember, strength for his times of need, insights to share.

The point here is a subtle one but profoundly important. In the area of material goods we can pass what we possess directly to another. If we give ten dollars to a person who needs it, it will buy for him ten dollars' worth of goods, as it would have bought that amount for us if we had spent it ourselves. The money does not change value or take on some individual uniqueness by passing from our hand to his.

It is not thus, however, that we transmit to others the peculiar riches that we have through the years built into our own minds and spirits. Here the act of giving is a quite different sort of thing. Our inner resources add to the happy well-being of those around us not because we can give them these riches intact—so that others will see precisely what we see, hear what we hear, remember what we remember, believe

what we believe, and trust what we trust. Rather, our inner resources enable us to create an atmosphere in which other people can happily and freely release their own powers and discover their own resources.

Gifts That Free the Self-imprisoned

We can take one very simple example. It is a truism that a person who is a good listener helps other people to be good talkers. That is to say, the quality of his attention sets them free to think out loud with a minimum of timidity, self-defensiveness, or pompous self-proving. By *listening*—not by merely keeping still—we make it possible for others to meet themselves in the open and to know themselves as honest, interesting, individual samples of the human race. But what is it that makes it possible for us to listen instead of merely keeping still or, worse yet, barking in and taking over the situation with our own ideas and arguments? Nothing enables us to be genuine listeners *except our own inner resources*, those riches within ourselves that make it unnecessary for us to get lost in anxious wonderings about what we will say when our turn comes, or to want to dominate the other person instead of understand him.

In one of Edwin Arlington Robinson's poems a certain character says to another:

*You have ears tonight only for words.
And our best words, when they are only words,
Are mostly nothing.*

The person who, in the presence of a fellow human being, has ears only for words—not for all the overtones of those words and the meanings they have for the other and different individual—is likely to be one whose own inner confusions and inner poverty keep him self-absorbed.

Kahlil Gibran in his book on Jesus laid down for us a curious imperative: "See to it that you are fit to be a giver and an instrument of giving."

Most of us have not thought in these terms. We have thought that if we had something and wanted to give it away, all we had to do was pass it over. Except in strictly material terms the matter is not that simple. The parent, teacher, friend, or counselor *who gives of his inner resources* gives by creating an atmosphere in which others are renewed in spirit, set free in spirit to be themselves and to reach out in their own way to their environing world.

"WHAT EMOTIONAL HEALTH LOOKS LIKE"

This is the title of Bonaro Overstreet's new series, which will begin in the September issue and continue through June 1955. "Today," says Mrs. Overstreet, "thanks to the psychological sciences, we are learning enough about emotional health and ill-health to be able to talk of happiness in new ways. Emotional health is the condition that lets us build sound relationships between ourselves and our environment. It is an inner readiness to go toward life, to accept the risks and monotones of it, to enjoy the beauty and truth and goodness of it, and to make some contribution of our own. As always," continues this well-loved *National Parent-Teacher* author, "I look forward with warm pleasure to our months of thinking together."



• *I have protested violently the placing of my child in a special class at school, which seems to be a slow learners' section, although that isn't what it is called. I'm sure my boy and others will know sooner or later why they have been put in this class, and it may leave a mark on them for the rest of their lives. What is this "homogeneous grouping" that the teachers and the principal talk about?—Mrs. J. O. H.*

You do not object, do you, to your child's being placed in a grade with other children of the same age? This is one kind of homogeneous grouping—putting together those with similar interests. Do you belong to a woman's club? Does your husband belong to one of the men's service clubs? That also is homogeneous grouping.

Once in our one-room schools (there are still some left), the teacher taught children from six to fourteen years of age in one room. What a task! Impossible, really. So we now group children by age in grades. But all children do not learn with equal rapidity. Therefore some educators believe more can be done for the individual child if pupils are divided into two or three or more groups according to their capacities.

Such grouping, however, is a subject of much debate among educators. They worry about the very point you have made, and they find it difficult to persuade parents that grouping is good for the child. Recently I heard one curriculum director say, "We have given up homogeneous grouping except for real problem cases. When a youngster's conduct interferes with the education of other children, we take him out and put him in a special school." Does this mean that attempts to adapt instruction to the individual child are to be abandoned? No.

Another educator told a meeting that a curriculum study group found itself talking in terms of "tracks." That is, within a given class each child will travel his own track toward learning, at his own speed. As a practical matter the teacher recognizes three "tracks" within a class: a middle one that most of the students follow, learning at a normal rate; a slower

track that, on the average, one out of five children must take; and a fast track for the gifted ones, who seldom number more than 5 per cent of any class.

The teacher's problem is to try to adapt the instructional materials and program to each of the three groups. For the fast-track students there are extra assignments, leadership responsibilities, more difficult books, and so on. With the slow-track group the teacher faces a real problem. Only recently have publishers begun to issue books in language suited to their capacities. Last week I learned for the first time that one publisher is bringing out two different editions of textbooks. The books look alike and the illustrations are identical, but the text is adapted to two levels of reading ability.

This innovation, by the way, answers a request made from a reader about two years ago. At that time I reported that no such textbook was available.

Now publishers are finding a way to help teachers serve individual differences within a given class. Why not ask your school administrators to review current practices on grouping?

• *Recently I read in a magazine about the argument in a Massachusetts city over the teaching of handwriting. Members of our P.T.A. are wondering about the new methods. The teachers insist that it is best for the children to begin with manuscript writing and then turn later to regular handwriting. Some of the parents say this may be good in theory, but it doesn't work too well. They say their children's handwriting is horrible.—Mrs. J. R. McC.*

Your handwriting, wherever you learned it, is good. My best friends tell me mine looks like a secret code. I remember that the methods of teaching handwriting were changed three times while I went through school. One was the Palmer method. I can't remember the names of the others, although I do remember making endless circles. No one ever writes in circles, so how these helped I don't know.

Now, at least, teachers seem pretty well agreed on the method of teaching writing. What the method

is, and why, will be found in a recent U.S. Office of Education leaflet, Bulletin 1953, No. 2, *How Children Learn To Write* by Helen K. Mackintosh and Wilhelmina Hill (15 cents; Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.).

"It is believed," say the authors, "that both reading and writing skills benefit when the manuscript form of writing is used." That's an important point. Remember that manuscript-style writing instruction helps your child learn how to read as well as how to write.

"Cursive writing [that's the linked letters of normal handwriting] is usually introduced," the authors continue, "at some point during the elementary grades. The transition is often made during the middle of the third year. By this time most of the children have developed sufficient control and skill to make the more intricate formations of cursive writing."

How do children shift from one form to the other? "At first the teacher begins to connect some letters and then to use regular cursive writing as he writes on the board and on charts. The children become interested and begin to make the change with him."

Is it good current practice to teach handwriting as a special subject? "In today's schools handwriting is not taught as frequently in a separate period, apart from other subjects, as was formerly the case. On the other hand, its teaching is not left to chance. Provision is made for handwriting instruction, as an integral part of all effective language arts programs."

Is there a standard of good penmanship toward which all children should strive? "Increasingly, much of the handwriting instruction is individualized. . . . While individuality is desirable to a point, care must also be exercised that such differences not be so marked as to interfere with legibility."

Should left-handed children be asked to learn to write with the right hand? "When the left dominance is not pronounced, the child may be given guidance in changing to writing with the right hand. This should not be attempted without adequate tests by a competent person with the consent and cooperation of the parents. Sometimes such speech difficulties as stuttering may develop as a result of changing a child with a strong left dominance to right-handed writing."

• *Not long ago one of our vocal citizens denounced our school for having on its shelves some books by authors she called "red." We don't like to indulge in book burning. On the other hand we don't want to be taken in by propaganda, subtle or otherwise. I think there ought to be somewhere to turn for reliable information, don't you?—M. E. P.*

Yes, although I don't know where to tell you to go. We Americans are still reluctant to make up or accept

black lists. We prefer, instead, to string along with John Milton's counsel:

Though all the winds of doctrine were let loose to play upon the earth, so Truth be in the field, we do ingloriously, by licensing and prohibiting, to misdoubt her strength. Let her and Falsehood grapple: who ever knew Truth put to the worse in a free and open encounter?

John Milton, however, isn't here to write letters to the newspaper or defend you at a school board meeting. Your problem is to get the "Truth" Milton writes about and let it grapple with Falsehood—with rumor, intolerance, and, yes, propaganda.

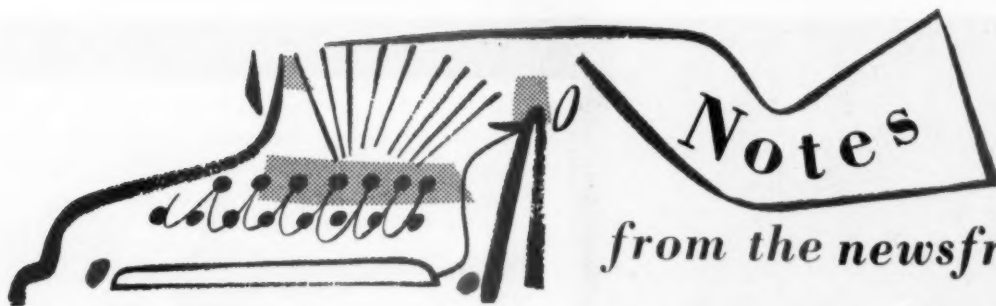
You will do well to take a leaf out of the experience of a community I know about. In this town a citizen charged the schools with using literature by a "notorious Communist." Teachers read this charge with astonishment because the books had long been on the shelves of their school library, and they knew that many schools used the same ones. Yet the school people found themselves in the embarrassing position of not having enough information with which to meet the charge. A courageous school board defended the teachers and administrators until they could ferret out the facts. Milton's "Truth" finally came to the rescue, though she had to be searched for and there were tense and nervous moments until she was discovered.

That experience taught the community a lesson. Soon afterward the superintendent, acting on the board's authorization, assigned a teacher to build up a file of pertinent information. He collected reports of national and state investigations and from various organizations. Today this school system has one of the best compilations in the country. When someone makes a charge it can, on a moment's notice, find Truth in its file drawers. When the question of selecting books, magazines, films, or other materials comes up in the school system, the files supply a check on the reliability and authenticity of materials and their authors.

How does it work? Recently the local library received a protest on a film it planned to show, a film on race relations. The librarian called the master of the files. Within an hour she had data establishing the good name of the film and its makers. She replied to charges by citing the Truth and showed the film on schedule. No further trouble.

Now I can hear you say, "That's all very well, but we can't afford to release a teacher from classwork to organize a special library." Agreed. Two sources you can appeal to for guidance are the Commission for Defense of Democracy, National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C., and the American Library Association, 50 East Huron Street, Chicago 1, Illinois. Both are good. No such service, however, can take the place of preparations your community can make to meet charges of one kind or another. You will do well to invest in Truth insurance.

—WILLIAM D. BOUTWELL



New Dimensions.—A number of schools and colleges are now putting out yearbooks that include memorable sounds along with the traditional photographs. Throughout the school year recordings of outstanding events are made on magnetic tape. Class editors select passages to be transcribed on discs and distributed with the yearbook. Long after Commencement Day, graduates may enjoy such audible mementos of school days as class songs, cheers at ball games, snatches of dialogue from the senior play, and the music of the chimes from the library tower.

Anything To Oblige.—It was naptime, and Mother was trying to cut short Peggy's dawdling. "I don't really mind hurrying, Mother," Peggy said reassuringly, "if you'll only let me hurry slow."

Grounding Free-floating Anxiety.—Children's worry about the H-bomb may show up at school in many ways, says Alice V. Keliher, child guidance specialist of New York University. Among the symptoms she cites are lack of interest in lessons, sudden spurts of bullying, flareups against classroom controls, and waves of vandalism. Deep fears, such as many children are now living with, lead to a free-floating anxiety that may express itself in various ways—as indifference, violence, or rebellion. Dr. Keliher suggests that teachers let children discuss their fears openly in class.

An Immortal Kerchoo.—In 1894, just sixty years ago, a copyright was issued for the first motion picture, a Thomas Edison production of a sneeze by Fred Ott.

Slight Shift in Geography.—The editors apologize contritely to the Hawaiian Islands for a geographical error made in the May issue. Remember the pupils of Liholiho School—those bright-faced youngsters shown with Mrs. Leonard in the frontispiece? We put them on the island of Maui, but Liholiho School is really in Honolulu, on the island of Oahu.

The Children's Budget.—Countries belonging to the United Nations International Children's Fund don't always make their contributions to its treasury in cash. In 1953 some countries paid in rice, coconut oil, and other products. Colombia sent her share in the form of green coffee, which was sold for more than twenty-five thousand dollars. Altogether the agency had fourteen million dollars for its work last year. Individuals and private organizations as well as member nations contributed to this treasury for children.

Muffled Construction.—Fourteen stories of steel frame went up in San Francisco recently, and not once did the deafening, nerve-searing din of riveting hammers rise from the site. What worked this miracle of silence? Bolts. They

were used instead of rivets to connect columns and girders. In this particular construction project, builders ruled out rivets in order to spare a captive audience of several hundred patients in a near-by hospital the ordeal of clattering riveting hammers.

A Stockpile of Shows.—Television eats up program materials at an astonishing rate. To help educational telecasters keep up with this new medium's sturdy appetite for programs the Educational Television and Radio Center has been set up in Ann Arbor, Michigan. The Center will serve as a program exchange for member organizations. Its staff is now reviewing thousands of American and foreign films before seeking telecasting rights for the best of them. The Center has also outlined new programs, some thirty of which are already in production.

No Taboo on Tears.—A psychiatrist from Seattle is challenging the long-held notion that strong men shouldn't cry. Gert Heilbrunn, M.D., who has made an intensive study of weeping, told colleagues at a convention in St. Louis that it's normal for men to weep when they're sad. In fact, since tears are a relaxing release from emotional tensions, men in general would be better off if they wept more.

Honors for Children's Books.—Twelve-year-old Miguel longed to be grown up. Then he could join the men who took the sheep to the summer pastures high in the mountains. The story of this boy of New Mexico, . . . *And Now Miguel*, published by Crowell, has won for its author, Joseph Krumboltz, the 1953 Newbery award for an outstanding children's book. The winner of the 1953 Caldecott award for distinguished illustrations is Ludwig Bemelmans, author-illustrator of *Madeline's Rescue*, published by Viking. Set in Paris, the story tells how the Madeline of previous Bemelmans books was rescued from the Seine by the dog Genevieve.

Air-borne Milk Supply.—To many Puerto Ricans milk is a luxury. Because the island's stony hills cannot support cattle, fresh milk is scarce. And with family incomes averaging three hundred dollars a year, powdered milk is beyond reach. To relieve this milk famine, church and service groups from all parts of the U.S.A. recently arranged to fly six hundred goats into Puerto Rico. Unlike cattle, goats can graze on steep, stubbly slopes. The newcomers arrive complete with food and instructions for care and are soon on their way to needy farmers, vocational schools, and rural projects.

Boy at Work.—Little Larry was too busy even for his favorite game of catch. "Can't play now," he said resolutely, plucking another burr from his collie's shaggy coat. "I've got to weed the dog."

Charl Ormond Williams

A Pilgrimage

Under this photograph is written in French:
"To Miss Charl Ormond Williams, in memory of
the days spent at Lambaréni in May 1953,
with my good wishes, Albert Schweitzer." He
added a caption: "Canoeing on the Ogoué."



*à Miss Charl Ormond Williams en souvenir des jours passés à
Lambaréné en mai 1953 avec mes bonnes wishes Albert Schweitzer
Sur l'Ogoué en canoë*

FOR my first journey around the world I set up some definite objectives that I was fortunately able to achieve, though not without considerable difficulty. On previous trips to Europe I had tramped the art galleries, museums, palaces, government buildings, and public parks. This time I decided to see people—well known and unknown, rich and poor, without regard to creed or color. I wanted to visit young countries that were flapping their wings, trying to get out of the cage of colonialism; and old countries long held under the yoke of tyranny, now struggling to learn the ways of democracy.

At the top of the list of people whom I wished to see was Albert Schweitzer, but it was not easy to locate him before my departure. After telephoning several ministers in Washington, without avail, I turned to the French Embassy, where I had the good luck to find his nephew, Peter Paul Schweitzer. I asked this gracious and charming young man if he would write a letter about me to his uncle. He must have written a very good one, for his uncle gave me a warm welcome.

I too wrote Dr. Schweitzer and sent him my Cairo address. When I arrived there I found a letter from him telling me to "come at any date that suits you and stay as long as you wish."

I, like the rest of the world, knew about his life and work at Lambaréni. A host of books and articles has appeared during the past year extolling the superb achievements that won him the Nobel peace prize. The writers of these articles have characterized Dr. Schweitzer as the "man of our century," "the world's finest man," "a merry, witty, and vigorous saint," and "a seven-story man." And after I had known him a week at his hospital and later read several more of his books, I could fully appreciate these encomiums.

By Launch, Taxi, Plane, Canoe

I landed in Leopoldville in the Belgian Congo by plane in the hottest weather I have ever known, and there I sweltered for five days until May 5, 1953. Before I took off for Lambaréni, I got up at five o'clock and went down to the wharf to see the gorgeous sunrise on the Stanley Pool, a wide stretch of water that looks like a lake. Then I boarded a small launch for Brazzaville, the capital of French Equatorial Africa, thirty minutes across the river.

Only one other person was in the section reserved for Europeans, and he sat facing me. Since little English is spoken in the Congo and French Equatorial Africa I was somewhat concerned about getting

a taxi to the airport. I studied the face of this man, decided he was intelligent and very likely able to speak English, so I spoke to him. He was a native Catholic priest at a mission school about forty miles away. I do not know what I would have done without his help. He got a taxi for me, rode part of the way, then directed the driver to the airport.

As I stood at the desk in the airport office, a woman approached and heard me say I was going to Lambaréné. Her face brightened considerably, and she introduced herself as Mrs. John Gould Fletcher of Arkansas. She had read the story of my trip in the Memphis paper but never dreamed we would meet in Africa on our way to the same place. She was going to visit her nephew, a young physician on Dr. Schweitzer's hospital staff. For practically the whole trip she and I were the only passengers on a plane built for twenty-eight people.

Mrs. Fletcher's nephew met us at the airport, which was nothing but a small clearing in the primeval forest. Soon we were loaded into a small truck and bumped over a very rough road to the Ogowe River, where a motor canoe awaited us. Since we were only forty miles south of the equator, the sun beat down on us unmercifully. We would probably have had sun-strokes had it not been for the two huge umbrellas made of dark blue denim, always carried on such trips.

When we arrived at the hospital—located on the mainland and not at Lambaréné, a little town on an island in the river—we were met by a number of the staff. Dr. Schweitzer himself greeted us as we stepped out of the canoe. His smile and his hand-clasp left no doubt in our minds about our welcome. From that moment we were looked after and shown everything we should see. We became members of his large family, all of whom were very cordial.

We were each assigned a room in a rather new house which had about ten rooms, built in a row with a porch running the whole length. They were open on two sides for cross ventilation but thoroughly screened against mosquitoes. The furniture was simple but adequate. Since I was brought up on the "bowl and pitcher" technique, I did not miss the bathtub. Everyone is required to wear a helmet during the day, even in cloudy weather, and I was given one, since I had none of my own.

Our first meal was dinner at seven o'clock and was typical of all meals. I was assigned a place facing Dr. Schweitzer at the long refectory table. He said grace, and then the twenty-eight people around the table began a lively conversation in Swiss, Dutch, German, Danish, French, and English. That devoted staff is a little United Nations, recruited from many countries. Dr. Schweitzer speaks French and German but very little English, so we had to talk to him through his interpreter, "Miss Emma." I missed much in not being able to converse with him in at least one of those two languages.

A few years ago Charl Ormond Williams retired from the National Education Association, where as director of field service she had made an inestimable contribution to the teaching profession. With characteristic energy she immediately set out to plan a trip around the world. But this was to be no ordinary trip, touching briefly at traditional ports of call for nine out of ten tourists. Her consuming interest was people—people living under all manner of governments, in all manner of climates, in countries old and new. Accordingly she planned her "fabulous journey," as she now calls it, around the people she wanted to see.

First among these was a person whom many believe to be the greatest man of our time, perhaps of our century, Albert Schweitzer. A genius with gifts far beyond the ordinary human endowment—musician, theologian, philosopher, physician—Dr. Schweitzer from his remote hospital in the African jungle has influenced the whole civilized world. He has done this not so much by his works, great as they are, as by the sheer power of his humility, his love of humanity, the spirit of dedication with which he has served his fellow men throughout his long life.

It was to meet Albert Schweitzer that Charl Ormond Williams made her pilgrimage into the heart of equatorial Africa. And here is the story of that meeting, written especially for P.T.A. members. Many of them gratefully remember Miss Williams as national chairman of School Education, a position in which she served the National Congress of Parents and Teachers for almost twenty years.

After the meal Dr. Schweitzer went to the piano and announced the hymn that all sang in German. Next he read a short passage from the Bible and concluded the little service with a prayer. Then coffee was served at small tables, where we had our first real talk with him.

Everyone went to bed early and arose at six, for breakfast at seven-thirty. Before breakfast that first morning I went to the largest ward in the hospital and spoke to all the patients—men, women, and children—in my inadequate French. When the nurse saw them later, every one of them told her of my visit. That day I made two visits to the leper colony about half a mile away. Those treated are taught how to wrap bandages on hands or feet. Many of the people have leprosy, but they go about their work as if they were perfectly normal. We were assured that we were in no danger of infection, though we did wash our hands often and thoroughly in soap and water.

After dinner that second day we all spent an enjoyable evening listening to a recording of a pipe organ recital Dr. Schweitzer had given in London on behalf of his hospital. Later in the week he played for me on his other piano, one with organ pedals attached, that had been given to him by the Paris Bach Society. He invited me to sit on the bench beside him, where I watched with great interest the technique of this gifted man.

Before my visit I had read that Dr. Schweitzer said he played every evening "for my deer." There they were, two of them, standing near by with their noses against the chicken wire, listening intently. In fact, there are animals all over the place—two half-grown chimpanzees in a pen near the study and about seventy-five small goats of every hue, whose cries sounded like those of babies in distress. One day I saw two black, ungainly animals loping around the yard and learned they were baby gorillas, playmates of the children.

The Hospital by the River

I feel sure that Dr. Schweitzer's hospital, located high up on a ridge by the river, has no counterpart anywhere on earth. It is nondenominational and is supported by gifts from all over the world as well as by the lectures, books, and the organ recitals Dr. Schweitzer gives back in Europe. You may have read about Miss Emma's recent tour of our country when an internationally known American pharmaceutical firm gave her twenty-nine tons of tropical medicines for the hospital. A trucking firm sent it to New York for shipment to Lambaréné.

That the hospital was primitive I had learned earlier from pictures and a story about it in a magazine. I was, however, a little shocked to find no



sheets on the beds, until Dr. Schweitzer explained it was difficult enough to get people to sleep on the low beds, since they were all accustomed to sleeping on the floor or the ground.

These patients come from miles away in the interior and are either brought in native canoes or carried through the jungle on the shoulders of men and women. Their families often come with them and are put to work on various projects to help pay for their upkeep. If a patient isn't critically ill, his family prepares his food in a little iron pot just outside the door of his room. Thus wood smoke keeps floating into the sickrooms, to the horror of visiting doctors from modern hospitals. Dr. Schweitzer says that the people would be afraid to come to a hospital of chromium, white enamel, and glass! The smoke makes them feel at home.

One day at dinner I asked the young Hungarian surgeon who sat next to me if he ever let anyone watch him operate. "Sometimes," he said.

"Would you let me look on?"

"Surely. Come over Thursday morning."

I was at the operating room before he arrived and saw two patients being prepared for their operations. Before the surgeon began his arduous work the young Arkansas doctor asked me if I wanted a bottle of smelling salts. "For what?" I asked. I watched those two two-hour major operations without flinching and added much to my education.

The idea of this hospital did not spring "full grown from the head of Jove" or from Dr. Schweitzer's head either. Rather it was the culmination of years of soul searching on his part. Young Albert Schweitzer was exceedingly fortunate in his forebears. His parents

and other relatives were men and women of wisdom, piety, and devotion to their fellow men. Although not wealthy, they contrived to give him the best education obtainable. He has said that he was not the top student in his classes, and I have a feeling this was deliberate on his part. He loved his classmates so much that he would not even wear clothes that they did not possess.

His childhood was happy, and as the years went by he felt that he should not take for granted all that had been done for him. One sentence in his *Memories of My Childhood and Youth* stands out in my memory: "My father was my dearest friend." Fathers please take notice!

A Servant of Mankind

Dr. Schweitzer and his devoted wife first came to primitive Africa in 1914. She had taken nurse's training in order to help him in his work, and she remained with him as long as she could endure the enervating climate of that steaming jungle. As a result of their labor and the help of many people, there are forty-six crude buildings in the area, but there will be others now that Dr. Schweitzer has received the Nobel prize money.

On my arrival I told him I had brought two of his books for him to autograph: *Memories of My Childhood and Youth* and *The Quest of the Historical Jesus*. The latter, when published forty-two years ago, rocked the theological world, and I told him I wanted to discuss this book with him alone. On my last evening he called me to his study, where he autographed both books and gave me a signed photograph of himself, several pictures of his work, a black elephant carved by one of his boys, and a letter opener. Then I asked him several questions of importance to me, and the discussion of his book began. It continued for nearly two hours, until the gong sounded for dinner. I could have continued it for hours more. I shall always be grateful to him for his "theological lecture," as he called it.

I am glad that I did not ask Dr. Schweitzer why he "wasted" his talents in that primitive country. He writes poignantly in one of his books about the barrage of similar questions hurled at him by his compatriots and associates in Europe when he announced his "mad career." True, he possesses talents far beyond the aspiration and reach of most men. He has won eminence in at least seven fields of knowledge and could have had a spectacular career as teacher, preacher, theologian, philosopher, medical doctor, organist, and writer. As a matter of fact, in the midst of his back-breaking work in Africa he has managed to pursue several of these interests and is now absorbed in completing his monumental book *Philosophy of Civilization*.

The seventh and final day of my extraordinary visit came too soon. Before I went to the boat, I

made another visit to the hospital to see the two operated patients and all the others I had visited the first morning. I told them I was leaving and wished them good days ahead. Feeble as my speech was, they understood, and even the very sick ones smiled. I also said good-by to the groups working on various projects, some of whom I had taught to count to twenty and to say a number of other English words. Finally all gathered at the wharf where I kissed the little Dutch children and some of the older ones, and Dr. Schweitzer kissed me on my cheek. I was almost in tears when I left.

Dr. Schweitzer would stand out in any group of men anywhere in the world. With his tousled, mouse-gray hair, a long mustache, sun-tanned face and arms, and piercing brown eyes, he is a commanding figure. He has a keen sense of humor, and his eyes sparkle when he is amused. He is equally at home with in-

Dr. Schweitzer wrote under this photograph:
"To Miss Charl Ormond Williams, who is now living in this house."



tellectuals and with those whose learning is scanty. He believes that everyone should know how to do manual work, and has himself cleared the forest and built some of the buildings. He is an amazing person, and it was a great privilege to meet and know him.

The contribution of this heroic seventy-nine-year-old man does not lie in the number of patients he has healed or in the number of lives he has saved; for, as he says, we must all die some day. The essence of his work, which will stand the test of time, is the moral example he has given the world of supreme unselfish devotion to one's fellow men.

FAMILY

fun

IN THE SUMMERTIME

SUPPOSE for one reason or another, you and your family can't go away this summer. Perhaps Dad is postponing his vacation until fall or winter. Maybe Judith wants to take a summer course at high school to pile up some extra credits. Or brother Tommy may have taken his first job. Does this rule out the days of fun that have always made summer so glorious and carefree?

Not if we use our imagination and take advantage of the resources offered by our community and the near-by countryside. The out-of-doors is all around us, waiting to be enjoyed and explored. All we need is an eager desire to make the most of every leisure hour—the long twilight evenings, the week ends. Moreover, summertime is the season when we have more opportunities to do things together as a family—get closer to one another and build up precious memories of shared experience.

Why not call a family council and hold a gay, free-for-all discussion of this question: "If we lived far away and came to this community for a vacation trip, what things would we most like to see and do?" The resulting list of possibilities may surprise you; it may be enough to fill all your spare time until the Monday after Labor Day. Here are some suggestions to start you off:

Give yourselves a full day of real sight-seeing in your own town or city. Plan your route to include the art museum, the historical society, the public library, various churches, public buildings, the oldest house, historic monuments, foreign shops and restaurants, interesting factories, and railroad terminals. (Just getting this information in advance is a worth-while project.) You needn't stop very long anywhere, but jot down the spots you want to return to another day.

Naturally you'll want to spend the whole day at a beach—by a lake, ocean, or river—as often as you can. Start early in the morning, if possible. Take along plenty of food for everybody, lots of old towels, sunburn cream, books and magazines, a pail or large empty can for the younger children (with a shovel or big kitchen spoon), and that indispensable item, a rubber ball.

If you have room enough in your back, front, or side yard, invest in a croquet or badminton set. There's no age limit for players in either of these games, and as the summer passes the youngsters will have a pretty good chance of beating the daylight out of their parents.

Plan a day's fishing excursion. You can go as a family, fortified with a picnic lunch and play equipment for those who only sit and wait on the shore. Or, Dad, why not leave the boys at home and take along Teen-age Tina? She'll love being alone with you, and she'll probably like fishing too—after her first strike.

On a warm, starry night take the family to an outdoor band concert. See that the youngest ones have an extra-long afternoon nap, so they can enjoy music under the stars without getting fidgety-tired. If restlessness does set in, produce a favorite toy or two.

Plan a "mountaineering expedition" to a high place, be it hill, cliff, tall building, or an honest-to-goodness mountain, from which you can all look down and see the varied patterns and colors of the land below. Few experiences are as thrilling to children as gazing down from "up high." For once they can really feel tall, like giants—or grownups.

On a breezy Saturday pack up a picnic lunch and as many kites as there are people to fly them. Have a whole memorable day of kite-flying.

"What-is-it" trips come in many varieties. If you decide to concentrate on identifying flowers you'll need an illustrated flower guide appropriate to your state or region. Each person in the family should be equipped with a notebook and pencil for writing down the plants he identifies. The little ones will need help, of course, but everybody else should take his turn using the flower guide. At the end of the trip, compare the lists and perhaps give an unexpected prize for the longest. You can do the same thing with birds, trees, or butterflies. (Lucky for you if you have a butterfly net.) Or if you live near the ocean, see how many tidewater creatures you can find and recognize.

Take a street-car or bus to the end of the line, and go hiking from there. Perhaps you'll find a new neighborhood you've always wanted to visit. Or arrange a safari to the next town by bus or train. The children will love using timetables to plan comings and goings.

Have you ever tried "roughing it" overnight in your own back yard, with pup tents or sleeping bags or both? You'll want to start off, of course, with a wiener roast around an open fire.

Surprisingly enough, there are grownups in America today who say sadly, "I've never been to a circus." Be sure your boys and girls won't have to make this confession. Summer is the carnival season, too, and the season for country and state fairs, which hold a wealth of fascinating attractions for one and all.

What Shall Our Schools Teach About

Raymond G. McCarthy

Alcohol education, like sex education, is no simple task. It involves attitudes as well as facts.

How much of the burden of such education can we legitimately put on our public schools?

What are some of the questions that will have to be answered—and by whom?—before the schools can do an effective job?

How many adults who were students twenty or twenty-five years ago can recall ever discussing alcohol in the classroom? Ask anyone, and the chances are he'll say, "Of course I heard plenty of talk about drinking, but I don't remember its being mentioned in school. I guess we must have skimmed over it. Or maybe I was absent that day." Yet for more than two generations our schools have been required by law to teach boys and girls about alcoholic beverages.

If we look at the hygiene textbooks used in elementary schools twenty or thirty years ago, we are sure

to find a few paragraphs about the harmful effects of alcohol upon the body. We'll find similar statements in high school biology and physiology textbooks. This is because the law in many states carefully specifies the number of pages or paragraphs, and the amount of class time, to be given to this subject. Sometimes the law even provides penalties for school people who fail to teach about alcohol.

Then why do so few of us adults remember this instruction? Did some teachers neglect to take it up? Did some textbooks, despite the law, omit it entirely? This is unlikely. Because publishers are always interested in securing state adoption of their books, they are alert to meet legislative requirements. So how can we explain our failure to recall what we once learned about alcohol?

Missing the Target

In the first place, maybe we learned more or less by rote. And unfortunately just memorizing and reciting a list of facts is no guarantee that those facts will be applied in real life. This is demonstrated again and again in matters of health and safety. How

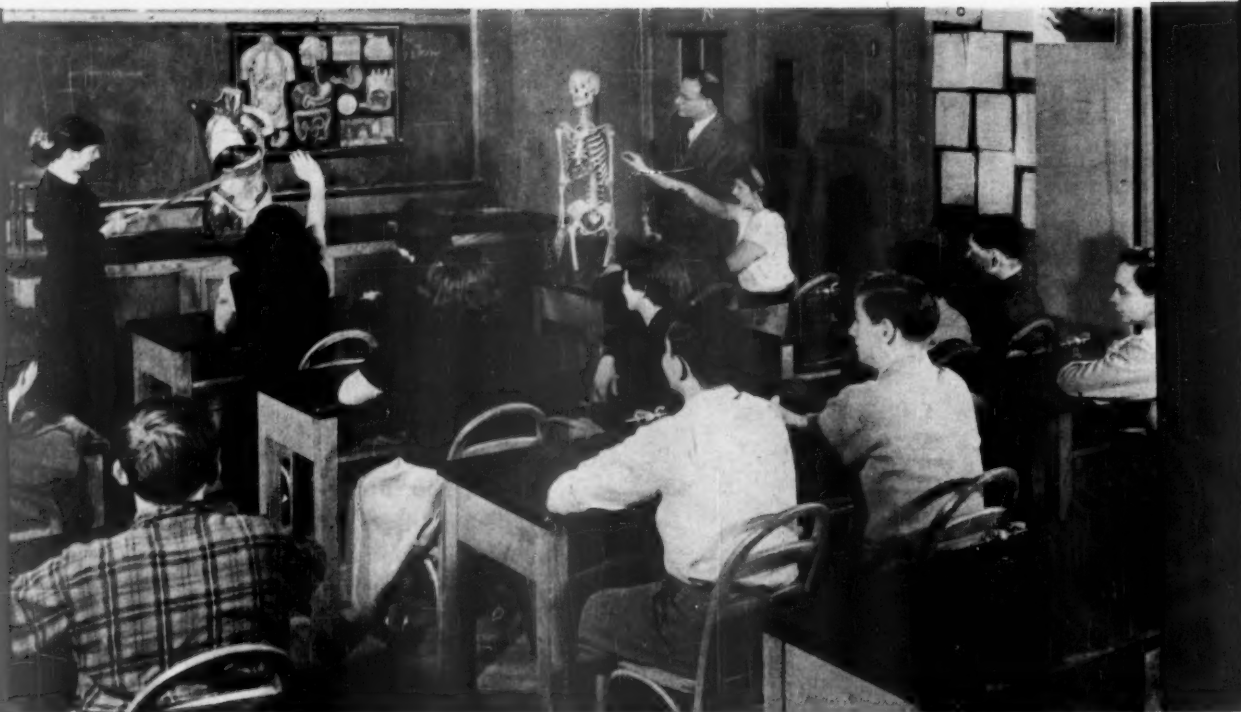
Alcohol?

many drivers, for example, ease up on the accelerator because they have heard or read that speeding increases accidents?

Or perhaps the subject matter was beyond us—beyond our stage of social and emotional maturity. Most teachers know that a student won't learn much from material that is too advanced for him.

Or suppose the principles discussed at school were inconsistent with what some of us learned at home or in church or among our friends? When this happens the student will be either indifferent or will quietly reject the teaching. And later on he may not even remember having heard about the subject!

Another trouble has been with the textbooks themselves. In the past they have concentrated on the consequences of uncontrolled drinking. Poverty, broken homes, delinquency, crime, and the social and economic waste accompanying drunkenness have been portrayed dramatically. Total abstinence from alcohol, they have suggested, is the one safeguard against these evils.



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"If we . . . dramatize physiological disorders, yet ignore widespread social attitudes toward alcoholic drinks, we are using a negative approach."

No one seems to have wondered what this teaching might mean to students who know of homes where that cause-and-effect relationship simply doesn't work. After all, there are plenty of homes untouched by poverty where drinking is practiced, and there are homes distressed by poverty where abstinence is the rule.

Of course there are severe individual and social problems that are aggravated by excessive drinking. There are between three and four million alcoholics in our society, many of whom show the symptoms of alcoholic diseases. But if we emphasize only the effects of excessive drinking and dramatize physiological disorders, yet ignore widespread social attitudes toward alcoholic drinks, we are using a negative approach. It won't work. It never has. After half a century of this kind of instruction, some two thirds of our adult population—about three fourths of the men and more than half the women—use alcoholic beverages.

Finding the Range

Questions about alcohol and its effects touch upon many fields of knowledge—physiology, biochemistry, sociology, religion, medicine. Suppose we select scientific facts from these fields and try to condense or oversimplify them. We're bound to run the risk of distorting them. Furthermore, recent physiological and psychological research upsets some of the old

textbook ideas. Nowadays, for instance, our sociologists have not clearly defined the primary role that alcohol plays in social disorganization.

The whole problem of what to teach about alcohol has perplexed school administrators and teachers for some time. Ever since 1945 there has been a strong, new interest in preventing alcoholism, spurred by the establishment of treatment programs for alcoholics in most states. The schools are expected to contribute to this program of prevention, and teachers seeking techniques and materials are asking themselves such puzzling questions as these: Can we teach about alcoholism without considering social drinking? What about the various attitudes in a community toward what is called social drinking? What do young people think about drinking? How can we discuss with them a problem as loaded with conflict as this? And how should the subject be incorporated in the school program?

These are realistic questions and difficult ones to answer, but they are by no means new. Both educators and interested laymen have struggled with them in the past. As far back as 1893 the Committee of Fifty, a voluntary group of scientists and civic leaders, undertook an exhaustive study of the problems of liquor control. They appointed a subcommittee to study the matter of teaching the physiological action of alcohol, and that group reported in 1903:

It does not seem to this subcommittee desirable to at-

tempt to give systematic instruction to all children in the primary schools on the subject of the action of alcohol or of alcoholic drinks. To older children, and especially those in the high schools, it does seem proper that instruction should be given as to the principal facts known about the use and effects of alcoholic drinks, the sociological and especially the ethical relations of the subject, the means which have been tried to prevent the evils resulting from alcoholism—and the results—the object being to enable them to form an intelligent opinion upon the whole subject, especially to distinguish between mere assertions and scientific evidence.

Considering the role of the teacher, the subcommittee declared:

Teachers possess a vantage ground in opportunities for observation and experience in educational matters held by no other class of the community. . . . And it is also safe to predict that in so difficult and delicate a subject there must be the greatest possible freedom of method. Each teacher must be allowed to work in his own way and adapt his teaching to needs of different classes of pupils and even to different individuals.

Setting Our Sights

After the repeal of the Eighteenth Amendment in 1933, awareness of the need for instruction about alcohol was rekindled. Many states reprinted and distributed syllabuses containing traditional information on the subject. Although some were revised or newly written, they did not always embody the latest knowledge either about alcohol problems or about methods of learning and teaching.

In 1943 Anne Roe, staff member of the Yale University Center of Alcohol Studies, analyzed material about alcohol in 137 textbooks. Commenting on what she had found, particularly in regard to physiology and disease, Dr. Roe wrote:

The first and most important recommendation is that discussions of the effects of alcohol should be limited strictly to scientifically accepted findings. These should not be presented along with ready-made conclusions but simply on their own merits as facts, upon which the student must base his own opinions. Although many of the publications state that this is what they do, it is true, in fact, only of a few of them. The actual facts about the misuse of alcohol are sufficiently disturbing. They do not need embellishing, and to do so is not only pedagogically unsound, but unwise as well, since it is likely ultimately to defeat the purpose for which it was done.

Dr. Roe's conclusions on the place of alcohol education in the school curriculum confirmed the observations made thirty years earlier by the Committee of Fifty:

The important consideration, as far as grade level goes, is to integrate the material with the other subjects as well as with the natural interests of the child, and the educators are in the best position to determine these points. I think, however, that it is a mistake to introduce the subject at all in the earliest grades; by the time the subject should begin to assume importance, the same material has been repeated endlessly and it becomes "old stuff." If it were first presented near to the time when it may become a real problem to the child, it should have much greater effect.

This would confine it essentially to the high school or, at the earliest, the junior high school level. It has been my observation that our high schools do an excellent job of interesting children at these ages in social problems, and the schools should not miss the opportunity of making clear the effects of inebriety on the community and the steps which communities could and should take to deal with the problems of alcohol.

Obstacles in the Way

Today educators are still plagued by the problem of teaching about alcohol, despite many promising developments in recent years. Good new materials are becoming available. Supervisors of alcohol instruction are functioning in the departments of education of five states. Programs of training are being offered in teachers' colleges and in special sessions for inservice teachers. Yet one big stumbling block remains—the gap between the community's attitudes toward alcoholic beverages and the program of the school. In a single community, for example, there may be wide variations from family to family in their practice, convictions, and attitudes on drinking. How, then, can teachers relate classroom discussion about alcohol to a general community feeling toward it? In many places teaching about alcohol borders on the area of controversy.

Try as we will, in our teaching, to alleviate or prevent the problems of alcohol, our attempts will have little effect until society itself looks into community attitudes and practices toward the use of alcohol. How can we expect our schools to interpret a social attitude that society refuses to face?

School administrators and teachers are ready and willing to meet their responsibilities in teaching about alcohol. Certainly they have a right to share in determining what this instruction should include. Certainly they should decide on the emphasis appropriate for different age levels—in teaching about alcohol as in other subjects.

This much we can do in our public schools: We can provide a channel for communicating our present knowledge of alcohol problems—that is, what scientists know and what all sorts of people believe and do. We can guide students toward a cautious consideration of the known facts. We can tell them honestly that the school does not offer judgments or define rules of behavior in respect to alcohol but that every student derives these from his home, his church, and his associates. And we can express the hope that as the facts themselves become better and better known, they will gradually moderate attitudes and influence behavior for the best interests of society as well as of the individual.

Raymond G. McCarthy is research associate in Yale University's famed Center of Alcohol Studies, where important research on the physiological and psychological effects of alcohol is being carried on.



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What the Young Will Be Reading

Ruth Gagliardo

*Specialist in Children's Literature and
Chairman, Committee on
Reading and Library Service,
National Congress of Parents and Teachers*

ANNIS DUFF, in her book *"Bequest of Wings,"* reports Laurence Housman as saying at the age of seventy, "These family readings formed so satisfying a bond between elder and younger that I can hardly think of family life without it; and I marvel when I hear of families in whose upbringing it has had no place." And then, to give expression to the younger generation as well, Mrs. Duff adds a comment by her own daughter, aged eight: "I wonder what families do that don't read books together? It's like not knowing each other's friends."

It is books as friends that parents should be concerned about—particularly at home where pleasures shared make impressions that are deep and lasting. With childhood so brief and with such masses of material from which to choose (more than a thousand new books for children alone are published each year), surely only the best is good enough.

For the young, inexperienced parent there are many sources of help when it comes to choosing books for boys and girls. There is *"Bequest of Wings"* (Viking, \$2.50), just mentioned. There is Lillian Smith's *The Unreluctant Years* (American Library Association, \$4.50), a distinguished new book for adults that presents children's literature as the joyous, fruitful, and endlessly rewarding field it truly is. There are the public libraries, whose librarians are eager to help parents seeking "the right book for the right child." To these libraries many families go regularly, parents and children together. They explore the shelves and examine books, "trying them on for fit," as Nancy Larrick so aptly puts it.

BUT not all our communities have public libraries. Some towns have none at all and no place to buy books except comic books and paper-backs at the drugstore and supermarket. In these towns the P.T.A., with other organizations, must work for the extension of library service. In the meantime, since the child's growing does not wait upon increased taxes or new statutes, he must have books.

Children's book clubs can help. The Junior Literary Guild is one of the oldest and best. The Teen-age Book Club, directed by William D. Boutwell, has had a phenomenal and wholly merited growth in junior and senior high schools the country over.

But whatever the source of books, summer with its long vacation days is a golden time for reading. Then especially should books be kept about the house, as easily available as the quickly turned dial of the family radio or television set. A book tucked into the picnic basket is often just right for that lazy time after an outdoor meal when activity palls and children are eager to listen.

There are so many books, books to support and develop family hobbies and individual talents, books to satisfy all kinds of needs and interests! Here are a few of the more recent ones. Try them on for fit.

Picture Books

A Book About God. This book by Florence Mary Fitch is illustrated with Leonard Weisgard's loveliest pictures. The simple, poetical text shows for all faiths the beauty of God—in the sky, the stars, and all the wonders of nature. (Lothrop, \$2.00)

The Friendly Phoebe. Berta and Elmer Hader picture Mr. and Mrs. McGinty nursing a baby phoebe until it is old enough to go with the other birds. Primary children love these stories of the McGintys and their pets on Willow Hill. (Macmillan, \$2.25)

Green Eyes. Abe Birnbaum has made a striking picture book with direct appeal to the very young child. A little white cat with green eyes is shown in every season. (Capitol, \$2.50)

Journey Cake, Ho! Ruth Sawyer retells with spirit and gusto the old folktale of the johnny cake, while Robert McCloskey's robust drawings underline the humor of a story bound to please small boys and their dads. (Viking, \$2.50)

Madeline's Rescue. Ludwig Bemelmans' enchanting sequel to the earlier *Madeline* again pictures the twelve little French school girls in their native Paris, with a little dog playing a leading role. This book won the 1953 Caldecott award. (Viking, \$3.00)

Pitschi. Hans Fischer is the author-illustrator of this engaging story of a lonely kitten who always wants to be something else. The pictures in six colors are filled with action. (Harcourt, Brace, \$3.00)

The Steadfast Tin Soldier. Marcia Brown's beautiful drawings in color reinterpret Hans Christian Andersen's well-loved tale. (Scribner, \$2.25)

A Very Special House. Maurice Sendak illustrates another gay and completely childlike book by Ruth Krauss, who wrote *A Hole Is To Dig*. This very special house, with beds for jumping on and walls for writing on, exists in the imagination of one small boy. (Harper, \$1.75)

Animals

Brighty of the Grand Canyon. Marguerite Henry tells the exciting story of a little burro that really lived in the Canyon when Theodore Roosevelt was president. As always in Mrs. Henry's ever popular stories, the background is authentic and the story full of action and drama. Wesley Dennis did the fine drawings. (Rand McNally, \$2.95)

Finnegan II, His Nine Lives. Kate Seredy's distinguished drawings illustrate another fine story by Carolyn Sherwin Bailey. Finnegan II lives his first lives in the alleys of New York. Then he is transferred to the farm in New Hampshire that gave delightful background to *Miss Hickory* and is thus assured, one hopes, of many more than nine lives. For cat lovers of all ages. (Viking, \$2.50)

Ice Cream for Two. Clare Turlay Newberry tells a reminiscent story of an artist-mother who came to live in New York with her eight-year-old son. The mother-son relationship is very fine, and of course there are cats in the wonderful drawings that make each Newberry book an item for collectors. (Harper, \$2.50)

Julie's Secret Sloth. When Julie attempts to keep secret the purchase of a giant two-toed sloth, the result is all kinds of domestic complications. Jacqueline Jackson's hilarious story is for the intermediate level. Pictures are by Robert Henneberger. (Little, Brown, \$2.75)

Laurie. Happy family relationships mark Estelle Barnes Clapp's realistic story of Laurie, who loved a horse with

intense devotion. Illustrations by Kurt Wiese. For girls of the intermediate level. (Doubleday, \$2.50)

My Brother Bird. Evelyn Ames' story of a foundling bird adopted by an interesting family of children is an adventure in living and loving. An ideal book to read aloud to the whole family. The illustrations are by William Pène du Bois. (Dodd, Mead, \$2.75)

An Otter's Story. An authentic life story of an otter family is told by Emil E. Liers with illustrations by Tony Palazzo. (Viking, \$2.50)

Puffy and the Seven-Leaf Clover. Dorothy P. Lathrop's story of the adventures of a tiny Pekingese after he bumps his nose on a seven-leaf clover is handsomely illustrated by the author. Intermediate level. (Macmillan, \$2.50)

Sea Pup. In this engrossing story of a baby seal that becomes a family pet Archie Binns introduces "middle-aged" children to the fascinating science of oceanography. (Duell, Sloan, and Pearce, \$2.50)

Shadrach. A sensitive, poignant story by Meindert DeJong about a small boy's devotion to his first pet. Memorable reading for any parent and a good book to share with children. Maurice Sendak is the illustrator. (Harper, \$2.50)

Here and Now Stories

Go, Team, Go! John R. Tunis, noted sports writer, tells an exciting story of basketball in an Indiana town, where values have become distorted and winning all-important. For older boys. (Morrow, \$2.75)

In a Mirror. Older girls have welcomed this sensitively told story of a college junior and the problems that beset her because she is overweight. Mary Stolz has once again written a better-than-average teen-age novel. (Harper, \$2.50)

Mama Hattie's Girl. Lois Lenski writes with almost painful realism of a Negro girl's adjustment to life in both North and South. Illustrations by the author. For the intermediate level. (Lippincott, \$3.00)

... And Now Miguel. Joseph Krumgold's story of a New Mexican boy who longs for the day when he can take his place in the family line as a trusted shepherd is the 1953 Newbery medal winner. The drawings by Jean Charlot are in complete harmony with the beauty of a story admirably suited to family reading aloud. (Crowell, \$2.75)

Ready-made Family. In her second story about boarding homes Frances S. Murphy pictures children and foster parents who are very real in a situation that is no longer uncommon. For the "middle-aged" child. (Crowell, \$2.50)

Historical Tales

The Crystal Cornerstone. Lorna Beers tells young people a superb story of the American Revolution, a story of the rights of man and of a great leader. Like Esther Forbes' *Johnny Tremain*, this will make wonderful reading aloud for the entire family. (Harper, \$2.00)

Mr. Revere and I. Engaging episodes in the life of Paul Revere are told by his mare, Scheherazade, a former loyal Tory, and enlivened by the illustrations of author-artist Robert Lawson. Another family read-aloud book. (Little, Brown, \$3.00)

The West Is on Your Left Hand. Careful research is evidenced in Nancy Faulkner's account of pioneering Americans around 1750. We see the Indians being pushed aside as the white man moves from the Virginia colony to beyond the Ohio. For the intermediate level, with pictures by John Gretzer. (Doubleday, \$2.50)

Wilderness Way. Merritt Parmelee Allen projects a gripping tale of a boy's growth into manhood against the background of LaSalle's expedition to the mouth of the Mississippi. Illustrations by Larry Toschik. For children of junior high school age. (Longmans, \$2.75)

About Other Lands

All Alone. Claire Huchet Bishop tells the story of a shepherd boy who helped bring a new way of life to his village through his courageous action in aiding another. Illustrated by Feodor Rojankovsky. (Viking, \$2.50)

The Ark. Margot Benary-Isbert, first presented to our readers in last October's *National Parent-Teacher*, is the author of one of the year's most distinguished books, a moving story of a courageous family in postwar Germany. With its emphasis on warm family living, *The Ark* is recommended for reading aloud. (Harcourt, Brace, \$2.50)

Burma Boy. Willis Lindquist writes for younger children a story of a boy's courage and his love for the great elephant, Maja Koom. Dramatic drawings by Nicolas Mordvinoff. (Whittlesey, \$2.00)

Egyptian Adventures. Olivia E. Coolidge, in a series of well-told short stories, brings alive the Egypt of three thousand years ago. A background book that is both entertaining and richly informative. Joseph Low's drawings are in keeping with the period. (Houghton Mifflin, \$3.00)

Magic Maize. Mary Bull's story of the conflict between old and new ways of life in Guatemala is illustrated in wonderfully glowing colors by her artist husband, Conrad. For the intermediate level. (Houghton Mifflin, \$3.00)

Rain in the Winds. Claire and George Loudon, author-illustrators, are unusually successful in this story of modern India for younger children. When drought and famine come, the boy Arun, with Moti the elephant, helps bring water and electricity to his people. (Scribner, \$2.50)

The Village Tree. For the picture-book age Taro Yashima re-creates the life he knew as a child in a Japanese village, where all activities were centered around an old tree on the river bank. Striking illustrations in color by this gifted author-artist. (Viking, \$2.50)

About Real People

Cochise of Arizona. Oliver LaFarge presents a sympathetic picture of the brilliant Indian leader, with illustrations by L. F. Bjorklund. (Aladdin, \$1.75)

Freedom Train: The Story of Harriet Tubman. Dorothy Sterling has written an exciting and moving biography of the Negro woman who led so many of her people north, out of slavery. Drawings are by Ernest Crichlow, distinguished Negro artist. (Doubleday, \$2.50)

The Jacksons of Tennessee. Marguerite Vance presents a thoroughly readable and honest account of Rachel and Andrew Jackson. Nedda Walker's drawings are charming. For older girls.

Marcus and Narcissa Whitman. In a book distinguished both for its writing and its illustrations, James Daugherty presents two persons memorable in American history. (Viking, \$2.50)

Michelangelo. Elizabeth Ripley adds a companion volume to her earlier *Leonardo da Vinci*. This notable biography is magnificently illustrated with thirty-one photographs of the artist's work. For older boys and girls. (Oxford, \$3.00)

Theodore Roosevelt, Fighting Patriot. Young people meet a real flesh-and-blood man, a truly great president, in Clara Ingram Judson's careful study of the first Roose-

velt. Illustrated by L. F. Bjorklund. (Wilcox and Follett, \$3.50)

Nature and Science

Dinosaurs. Herbert S. Zim adds another fascinating and easy-to-read title to his fine list of science books. (Morrow, \$2.00)

How To Make a Home Nature Museum. This book by Vinson Brown, illustrated by Don Greame Kelley, belongs in every home where there are boys and girls who "collect." All the problems of arranging, classifying, and exhibiting materials are covered here. The extremely valuable appendices include reference books, sources of supplies, and suggestions for further activities. A grand family book. (Little, Brown, \$2.50)

Monarch Butterfly. Marion W. Marcher shows the life cycle of our best known butterfly in the sixth of an important series of nature stories for younger children. Color illustrations by Barbara Latham. (Holiday, \$2.00)

Nature Notebook. Robert Candy, author-illustrator, sets down observations made with his son on a spring excursion. An amazing amount of material is presented with a wealth of illustrations, thirty-eight pages of them in full color. Another family book. (Houghton Mifflin, \$3.00)

When Will the World Be Mine? Miriam Schlein shows the life of a snowshoe rabbit from the time he is born until he is old enough to understand what his mother tells him about the wonders of the world. Jean Charlot's quiet drawings enhance a book that will deepen the young child's awareness of his own world. (Scott, \$2.25)

Pets. Frances N. Chrystie's complete handbook on the care and appreciation of all kinds of animal pets is written with understanding and spirit. (Little, Brown, \$3.50)

Poetry and Fantasy

The Borrowers. Mary Norton creates an endearing fantasy of a miniature world. The little people who "borrow" from the human beings in whose house they live are very real and completely lovable. Perfect to read aloud. (Harcourt, Brace, \$2.50)

Half Magic. Edward Eager tells the story of three sisters and a brother who are endowed with a special kind of magic after finding a strange coin. A delightful story for the "middle-aged" child and for family reading. (Harcourt, Brace, \$2.75)

The Moon Is Shining Bright as Day. Ogden Nash's anthology brings together a notable collection of poets in selections bound to please both young and old. Much humor is included. A wonderful book for the home. (Lippincott, \$3.00)

New Editions

Little House in the Big Woods; Little House on the Prairie; Farmer Boy; On the Banks of Plum Creek; By the Shores of Silver Lake; The Long Winter; Little Town on the Prairie; These Happy Golden Years. (Harper, \$2.75) All eight of Laura Ingalls Wilder's stories of pioneer life in America have been reissued with new drawings by Garth Williams, who spent ten years on the illustrations. This entire series is superb both for family gift-giving and for reading aloud. A medal is being given in Mrs. Wilder's honor by the Children's Library Association of the A.L.A.

The Wind in the Willows. A fine new edition of Kenneth Grahame's classic has been issued with the addition of six new drawings by Ernest Shepard and new willow-leaf cover and jacket designed by Valenti Angelo. (Scribner, \$2.50)

101 Questions

ABOUT PUBLIC EDUCATION

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

A year ago, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers have been appearing in a series of articles, of which this is the last.

85. How much of our national income are we spending for public education as compared with amounts spent for other public services?

In the year that ended on June 30, 1952, Americans earned the unprecedented total of nearly three hundred billion dollars. They put into the public treasuries—federal, state, and local—a little more than a hundred billion, and each of these three levels of government spent about the same amount. Here is how that hundred billion dollars was spent during 1951-52:

Functions	Amounts Spent (in Billions)
National defense and foreign aid	\$45.2
Education	9.6
Public assistance and social security	8.3
Natural resources development	5.0
Highways	4.7
Postal service	2.6
Public hospitals	2.5
Veterans' services (not including education)	2.5
Health and sanitation	1.7
Police and fire protection	1.9
Others (including interest on debt, administration, general control, and other functions)	16.0
Total	\$100.0

The story of this table is clear. Next to defense, the most important business of all the levels of government combined is education.

Should you ask, however, which level of government made education its greatest concern, the answer can be derived from these figures:

Of the \$9.6 billion spent for public education—

\$1.7 billion came from the federal treasury and was used primarily for veterans' schooling, although this sum

includes also payments for school lunches, aid to war-affected districts, and so on.

\$3.6 billion came from state governments and was used to support colleges and universities and to help local governments pay for their public schools.

\$4.3 billion came from local governments and was used almost exclusively to support elementary and secondary schools, although some junior colleges and colleges shared this sum.

86. Why do some communities have better schools than others whose millage is more than twice as high?

The term *millage*, as applied to school finances, means the portion of the tax cent which goes to the public schools. If (1) the two kinds of communities under consideration have equal taxable wealth, (2) the funds are expended with the same degree of wisdom, and (3) their schools are administered with equal efficiency, the indication is that the good school with the low local millage gets a high state contribution. When the state gives liberally to local school systems, the community need not tax itself directly so heavily and can still have good schools. But where the state does not make so large a contribution, a community may have to tax itself heavily and even then may not be able to have good schools.

87. We agree that the county and school district should carry a big share of school expenses, but what is the state's responsibility?

The state's responsibility is twofold: to help the local communities financially and to give them leadership and standards.

Here is how the National Council of Chief State School Officers describes what the state agencies do for local school

districts: (1) They certificate teachers and administrators. (2) They maintain minimum standards in school plant safety. (3) In some states, they enforce "minimum foundation programs"—that is, a curriculum that provides a basic education for each child. (4) They carry on research to help teachers, principals, superintendents, and boards of education. (5) They operate teachers' colleges. (6) They act as administrative intermediaries between the federal government and the local schools on such matters as school lunches, vocational education, veterans' education, and rehabilitation. They encourage local initiative and control among the thousands of local school districts. (7) They help foot the bill. In 1952, state governments distributed \$2,500,000,000 in aid to local school authorities. Most of this money was raised by state taxes; \$437,000,000 came from the federal government as grants.

State governments have been taking on more and more of the burden of helping local communities pay for public



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schools. Today the states pay about 46 per cent of the cost; the federal government pays about 3 per cent; the local governments pay the rest. That 46 per cent, however, is an average. Nebraska contributes about 10 per cent from its treasury to local school systems whereas Delaware pays out as much as 93 per cent.

88. Is there a real shortage of classroom space for America's school children? If so, how much money is needed to meet it?

Yes, there is a real shortage of classroom space, and between ten and eleven billion dollars are needed to meet it. Our U.S. Congress, interested in the condition of America's schoolhouses, asked the Office of Education to make a state-by-state survey. The findings showed that America has many fine school buildings and more are going up—but not enough.

According to this 1953 survey the nation lacks more than

325,000 classrooms and other facilities, including libraries, laboratories, and auditoriums. To relieve the present overcrowding we need 155,000 additional classrooms; to replace obsolete facilities, another 170,000. About 18 per cent of our public school pupils attend schools that do not meet fire-safety conditions.

One authority suggests that as a nation we would have to build a thousand classrooms every day for a full year to ease the classroom pinch. Perhaps it is more realistic to say that it will take several years before all America's children will have safe and adequate schools, provided we build new schools and remodel old ones to the limit of each community's economic ability.

89. How can the P.T.A. be more effective in getting the money needed for good school programs?

"Selling bundles of old newspapers won't pay for schools. Winning bond issues will," said one school superintendent in response to this question. By this he implied that America's public schools are *public* and that money for them must come from the people through taxation. Most P.T.A.'s understand this very well. The story of their successful efforts to arouse support for bond issues can be found in the educational progress of many states.

The tax on your home, your farm, and other property is the main source of money for public education in the United States. If assessment on that property is realistic and if the millage is adequate, the schools have a reasonable chance of getting adequate support. Other questions are important too: Are all property taxes collected? What other forms of local taxation for schools can be used? Is the state doing its share? What, if any, is the proper share of the federal government, and is that share being contributed? When bond issues are proposed, do P.T.A. members have all the facts with which to convince other citizens why the new funds are needed, how they will be spent, and how the bonds will be retired?

It is not necessary for parents to become experts in school finance. But it is necessary for them to distinguish between sound proposals for school support and those that are less desirable. The American way of paying for schools is to spread the cost among the people through taxes. By studying and supporting the methods by which taxes are raised and allocated, many more P.T.A. groups can be effective in getting money for good schools.

90. Do our schools spend too much on textbooks?

Judge for yourself. School systems spend for textbooks about 1 per cent of all current expenses. If we remember that much of children's schooling revolves around textbooks, this amount hardly seems excessive. Indeed, doubling it would in many cases compensate, at least in part, for the lack of far costlier advantages.

91. To what extent does the federal government give aid to education today?

The federal government is helping to pay for many activities classified as educational, although they do not affect to any extent the greatest of all educational enterprises—our elementary and secondary public schools.

In 1950 the government spent \$3,200,000,000 for what the U.S. Budget labeled *Education*. The bulk of this went for the education and training of veterans. Other sums were spent to aid land-grant colleges, apprenticeship training, public vocational courses, agricultural experiment stations, federal and state maritime academies, and coast guard schools and to pay for the education of

Indian children in the U.S. and natives in Alaska and the Virgin Islands. In recent years the government has recognized its obligation to help school districts whose population has been suddenly swollen as a result of federal activity—for example, the establishment of an atomic plant near a rural school district. For such “federally affected” districts the Congress each year votes money for buildings and school programs.

Special needs too are often met by the federal government. Immediately after World War II the government distributed vast amounts of surplus property to schools and colleges. More recently it began to help universities build housing for students and faculties. Research grants to colleges and universities total many millions. Yet for the U.S. Office of Education, Congress votes less than \$3,000,000 a year.

The National Council of Chief State School Officers believes that the federal government has neglected elementary and secondary education compared with its other expenditures for education. The largest item of federal aid to elementary and secondary schools is the school lunch program, which costs about \$90,000,000 a year. Vocational education is allotted about \$27,000,000 a year; vocational rehabilitation, \$19,000,000. All these amounts are small compared with expenditures for veterans' education: more than \$2,200,000,000 in a typical postwar year.

92. What are the advantages of federal aid to education?

By “federal aid to education” its proponents mean grants from the federal government to states to help support elementary and secondary schools. Among advantages cited for such a plan are these:

1. The wealth of the nation, wherever located, would be used to improve the education of children, wherever they live. Today children who happen to have been born in poor school districts get a poor education through no fault of their own. Only the federal government has the power to raise money on a national basis and distribute it so as to give all children reasonably adequate schooling.
2. Through income taxes the federal government scoops up a large share of the national wealth yet contributes only a small proportion of this for general education. Through a federal aid system the government would be giving no more than a fair share of support to education.
3. If school programs in the poorest districts were brought up to standard through federal aid, every citizen called up for military service would be able to read and write and be strong enough to serve. Hence federal aid would contribute to the defense of the nation.
4. Federal aid would be an investment in national prosperity. Some economists say the more education people have, the more they earn and spend. Good education keeps down unemployment and crime. Our country can create more wealth and keep down its bills for social evils by raising educational standards on a nation-wide scale.

93. What are the disadvantages of federal aid to education?

Among disadvantages cited by opponents of federal aid are the following:

1. A federal aid system would bring too much of the Washington influence into local school systems. If he who pays the piper calls the tune, the American people want to call their own educational tune.
2. Federal aid is inefficient and costly. Why should the

government raise money in New York or Wisconsin, bring it to Washington, and then send back a little less of that same money to the states? Furthermore, the states are in a better financial position today than is the U.S. to aid the public schools.

3. Federal aid will discourage local initiative. If the people know that Uncle Sam will take care of their schools, they are likely to make less effort to do the job themselves.

4. Federal aid will stir up religious controversies. No federal aid bill introduced in Congress during this generation has been able to satisfy all religious groups. Some bills have provided that federal funds be used for public schools only. But Catholic and other leaders have argued that private and parochial schools also educate citizens and need help.

94. What part of the school dollar should go for teachers' salaries, school facilities, and other operational costs? Is that dollar being spent equitably?

Before plunging into another set of statistics let's keep in mind that the most important job of the public schools is to provide instruction and that the most important factor in instruction is the teacher. Instruction, then, should get the largest part of the school dollar.

Now for the facts. During 1950-51 all American school systems spent a total of \$5,100,520,000 for current expenses. Here is how this money was allocated:

Function	Percentage
Administration	4.8
Instruction	67.6
Operation of the physical plant	9.3
Maintenance of the plant	4.5
Auxiliary school services, including health services and transportation	8.1
Fixed charges, including payments into pension and retirement funds, insurance, rent, and taxes, but not interest	5.7
Total	100.0

Because of the importance of *Instruction* in the table, a closer look at that item is warranted. During 1950-51 American school systems spent \$3,393,044,000 for this purpose. More than 90 per cent of that amount went for teachers' salaries; the remainder for instructional supplies.

95. What seems to be the best method of selecting a state superintendent of education?

Today most of our chief state school officers are elected by the people. This method of selection is not regarded by school administration authorities as suited to the best interests of education. They say that this should not be a political office because education should be nonpolitical. Main objections include the following:

1. Qualified men and women frequently hesitate to risk the funds necessary for an election campaign, or they may be reluctant to take part in the hurly-burly of such a campaign.
 2. It is difficult for an elected chief state school officer to devote his full energies to the professional advancement of education in the state, when he must spend time planning the next campaign.
 3. If each change in chief state school officer is coupled with a turnover in the staff of the state department of education, the results might be disastrous.
- Authorities also frown on having the governor appoint the chief state school officers. The trend is definitely toward

appointment of the chief state officer by the state board of education.

The National Council of Chief State School Officers sums up the most desirable way of selecting a state superintendent or commissioner of education as follows:

"In each state there should be a nonpartisan lay state board of education, composed of seven to twelve able citizens, broadly representative of the general public and unselfishly interested in public education, elected by the people in a manner prescribed by law. The members of this board should serve for long, overlapping terms without pay. It is desirable that the board select the chief state school officer on a nonpartisan basis and determine his compensation and his term of office. He should serve as the executive officer of the board and head of the state department of education."

96. Is our system of local school boards sound?

Consider the alternatives. If our public schools were not governed by local boards made up of laymen, how would they be controlled?

By a ministry of education? This is the way it is done in most countries of the world, and the local communities have very little to say about their schools. Americans have shown time and again that this is not a pattern they would tolerate. Even complete control by each state, which has legal responsibility for public education, is not acceptable to our people. From the beginning, our tax-supported schools have been directed by the citizens whose children the schools serve. Even when the state helps to pay for local schools, the use of the state funds is kept largely in the hands of the local boards. So it is clear that the American people want the greatest possible amount of local autonomy in the control of their schools.

By municipal officials? As a second alternative to our present control by nonpartisan, voluntary lay boards, the schools might be made a part of the local general political machinery. This idea, which might place the schools under partisan patronage and bring changes in policy with every shift in political fortunes, Americans have rejected also.

By professional educators? They presumably know more than laymen about the aims and methods of instruction. But this method of control, too, is not satisfactory to us. Why? Because we believe the schools should reflect the balanced wishes of the whole population.

After considering these possibilities, Edward M. Tuttle, executive secretary of the National School Boards Association, concludes: "Most Americans seem to believe that our present system, even though it may not be perfect, is sounder than any alternative. Much can be and is being done to improve the caliber and effectiveness of lay members of local boards of education throughout our land. Still, there is nothing to compare with them anywhere else in the world."

97. What facts and factors should parents take into consideration when the question of school district reorganization and consolidation comes up?

The first thing to remember is that no type of school district is superior to all others, simply because of the way it is organized. A small school district may be better than a large or consolidated one. A reorganized district may have to be further reorganized to function for the best interests of children and of the community.

Modern life demands an education beginning not later than the age of five and continuing for at least twelve years. Furthermore, life today demands a large number of

skills and abilities for which only a well-financed, well-organized school system can provide training. It is also important to keep in mind that a high school with fewer than three hundred pupils or twelve full-time teachers is not economical. If the quality of its services equals that of a larger school, its per-pupil costs are likely to be higher. Elementary schools with a too small enrollment may also be excessively expensive, relatively inefficient, or both.

Hence if and when the hot question of reorganization comes up, the parent may well ask these questions:

Which type of school district—the present one or the proposed one—will be better able to provide (1) appropriate general educational facilities for children; (2) health services; (3) special programs for handicapped children; (4) modern high schools equipped to offer guidance, vocational courses, and a rich curriculum; and (5) adult education? Which type of school district will be better able to attract and hold well-trained teachers and experienced supervisors? Which type will be able to pay for the kind of plant needed by children today—a safe, modern plant equipped with gymnasium, play areas, workshops, and other needed facilities?

98. How can the training of public school administrators be improved?

Never before has there been so great an effort to improve the education of public school administrators. In 1900 no college or university offered courses specifically designed to prepare men and women for administrative work in public education. Today hundreds of such courses exist, and they are a good deal more than lectures on how to operate schools on a business-like basis. The aim is to develop an educational leader "who will become a partner in democratic statecraft." Therefore the future administrator studies history, sociology, economics, psychology, and public finance, in addition to budgetmaking, purchasing, school plant management, and personnel practices.

Doctors spend at least a year as interns before beginning their practice. Should not advanced students in school administration also intern before taking on the heavy duties of a superintendent? Several schools of education believe this idea to be a valuable one.

Meanwhile the superintendent on the job is also seeking ways to improve the quality of his work. To his help came the W. K. Kellogg Foundation, which in 1950 granted \$3,500,000 for what is known as the Cooperative Program in Educational Administration (CPEA). Because of CPEA, school systems and near-by colleges, school executives and college professors all work together to find better methods for leading school systems. Across the country, CPEA is sponsoring discussions, research, workshops, and interschool-system visits. From these, the superintendent is learning how to look at himself and the skills he needs as leader; how to work with teachers, pupils, and the public; and how to analyze the forces in the community, state, and nation that touch on the welfare of the schools and of education.

Busy schoolmen are discovering that it pays to take time for reading, study, and research. No matter how well colleges and universities educate the would-be administrator, his education is never complete. Lifelong study is needed. Boards of education and parents should understand this.

99. What constitutes adequate school library service?

Each elementary and high school pupil should have access to a school library. That is a goal toward which many school systems are striving. It is equally important that each school library have a rich and varied collection

of books, encyclopedias, reference works and periodicals—all attractive and up to date. To achieve such a goal, a school system would have to spend about a dollar and a half a year per pupil for books and reference works alone. This figure would have to be raised, as it is in many places, if the school library is also to provide modern maps, photographs, slide films, and other visual aids.

Though the library has been a part of the secondary school for many years, it is a relative newcomer to the elementary school. Nora E. Beust, specialist for libraries in the U.S. Office of Education, tells how the elementary school library serves pupils:

"The modern elementary school library is not confined to one central room. Each classroom has its reading center. Books remain in the classroom as long as pupils and teachers use them actively. If, however, the books merely take up space in the reading corner, they are returned to the central library. . . .

"The central school library provides for experiences outside the regular classroom. The library is a bright, cheerful, and attractive room. . . . The shelving is adequate to care for approximately five books per child. . . .

"A trained school librarian is today part of an adequate central school library. Such a librarian . . . serves constantly as a consultant to individuals and groups."

100. Should the schools adopt eleven-month terms to replace the traditional eight-or nine-month term?

It would be desirable to do so, if (1) the community is ready for such an innovation, (2) the people are willing to pay for it, and (3) the school system can provide staff and activities for a vigorous, imaginative program.

Why are schools dismissed during the summer? Some say it is a historical accident that originated in days when children were needed for summer farm chores. Children today no longer make up any substantial portion of summer farm labor. Yet schools close for nearly three months.

As long ago as 1946 the chairman of this National Congress Committee on School Education, then U.S. Commissioner of Education, suggested:

"Why not discontinue the long summer vacation and divide the full year into four quarterly terms? Send one fourth of the children between the ages, say, of ten and sixteen to the country camp school each quarter, while the other three fourths attend the city schools. . . . What I am suggesting is not merely a summer camp, but a year-round school camp big enough to accommodate one fourth of the children of the ages suggested."

Camping is becoming a part of the public school system in a few communities. But its spread is slow and spotty. Shortages of teachers, lack of money, and tradition are holding the school year down to eight or nine months. Here and there schoolmen are experimenting with what they call the four-quarter plan, or the year-round school program. All is not well with such experiments. For example, the city of Sacramento has reported to the N.E.A. research division these conclusions:

"The hot summer months are not enticing to pupils, parents, or teachers. . . . The vacation and other plans of large segments of the population would need to be completely revised.

"We do look with some favor on the voluntary summer program in which pupils have the opportunity to choose cultural, recreational, activity-centered type programs under qualified leaders or teachers and using school facilities such as shops, music rooms and equipment, physical education facilities, and little theaters."

Although the longer school year for pupils is making slow progress, year-round employment for teachers is on the advance. Some communities believe it is good economy and good education to pay teachers for twelve months a year, with a month off for vacation. While the children are on vacation, teachers are busy attending workshops, revising courses of study, preparing teaching materials, teaching in remedial classes, and supervising playgrounds.

101. In this day of critical shortages of teachers, we have to staff some of our classrooms with poorly qualified teachers. Is it better to have a seven or eight months' term with qualified teachers or a full nine months' term with "someone just to keep school"?

In times of teacher shortage there is always a tendency to cut corners, to lower standards and requirements. However, an eight months' term would not produce better qualified teachers.



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The question that confronts educators and parents at such times is which standards to lower. The answer might be, "Those that will do the least harm to the child." We are coming to realize from bitter experience that even the "simple" tasks of teaching children to read, write, and compute (without developing unsound habits and emotional blocks that will prevent learning later on) demands a high level of professional understanding and skill.

The three R's, however important, are only a part of the school's responsibility. Its primary task is to prepare competent citizens. Increasingly people are calling for character education, development of moral and spiritual values, and emotional maturity for those who are to face the problems of citizenship in our times.

At the same time we know that these larger outcomes are a part of every learning situation. It would be futile to employ an unqualified teacher and expect him to teach the skills, but not to undertake to develop character. For better or for worse, character education is a part of all learning. And it will be through inspired learning that our American freedom will be preserved and the democratic way of life extended to humankind everywhere.

We are reprinting here the story of a memorable day in the life of young Cress Delahanty—a day that started out ecstatically, edged toward heartbreak, and then curved up into high triumph. Aside from awakening memories of our own youth, this story will deepen our understanding of the fast-swinging moods of adolescence.

Thirteen:



IT WAS a hot August morning, Saturday, six-thirty o'clock, and Mr. and Mrs. Delahanty still lingered at the breakfast table. Six-thirty is midmorning for a rancher in summer; but Mrs. Delahanty hadn't finished talking about the hat.

"It's perfectly clear why she wants it," she said.

It wasn't perfectly clear to Mr. Delahanty. Besides, he thought it would be interesting to know what one woman thinks of another's reasons for buying a hat, even though the second is only thirteen and her daughter.

"Why?" he asked.

"Edwin," said Mrs. Delahanty.

Mr. Delahanty put down his coffee.

"Edwin!" he exclaimed.

"Oh, yes," Mrs. Delahanty assured him.

"How does the hat figure in it?"

"I think Cress thinks this hat would make Edwin see her in a new light. Frail and feminine."

"Better let her have it, hadn't you? Not that I like the idea of encouraging Edwin in any way."

"This hat," Mrs. Delahanty said, "wouldn't encourage anyone. This hat . . . Oh, Cress," she cried, "don't slip around that way. You gave me a start. What are you doing up this hour of the day?"

During summer vacation Cress, unless she had projects afoot, had to be routed from bed.

"I couldn't sleep," she said. "And I wanted to ask Father something before he went out to work."

She sat down at the table and turned toward her father as if they were two together, though seated unfortunately at a table with a stranger. "Can I call the store and tell them that if they'll hold the hat, you'll come in and look at it with me when we go to town tonight?"

"Well," said Mr. Delahanty, "I don't suppose there'd be any harm in taking a look. Though you mustn't count on me for expert advice about a hat."

Cress leaned toward her father. "Daddy," she said, "if you thought a hat was beautiful and becoming, I'd know it was beautiful and becoming. Or if you thought it was ugly and unsuitable, I'd know it was

ugly and unsuitable. Do you know what? I think you probably have instinctive taste."

Mrs. Delahanty laughed, quite loud and long.

"Your daddy, Cress, can't tell a bonnet from a bushel basket."

"Well, Gertrude," said Mr. Delahanty, "I may not be an expert on hats. But I think I know a pretty hat when I see one."

"That's why I want you to see this hat," cried Cress. "It's so downright beautiful."

"That hat, Cress," said her mother, "is the most unsuitable object for a girl of thirteen to put on her head I ever laid my eyes on."

"Just what do you mean by unsuitable, Gertrude?"

"I mean that hat was never intended for a thirteen-year-old girl. It's for an older woman."

"Now, Gertrude," said Mr. Delahanty, "maybe you'd just better tell me what this hat is really like."

Mrs. Delahanty had a musing look in her eyes. "John, do you remember the chamber of commerce dinner last fall? In Santa Ana?"

"I remember we were there."

"Do you remember the table decorations?"

"No."

"The table decorations were horns of plenty, made out of straw mats. And out of them came spilling every fruit, grain, and flower ever grown in Orange County. Cress's hat would look right at home on that table."

"Oh, Mother!" cried Cress.

"Except," said Mrs. Delahanty, "that those horns of plenty were of natural-colored straw, while this hat is an indescribable color."

"Oh, Mother," cried Cress again. "It's flamingo red."

"I've always considered red a nice warm color," said Mr. Delahanty.

"This is the warmest red, if it is red, you ever laid eyes on. And its size! It's unbelievable."

"Which all adds up to saying, I gather," said Mr. Delahanty, "that this hat is large and flowered. Is that right, Cress? Is that the way it strikes you?"

Summer

Jessamyn West

Condensation of a Chapter from "Cress Delahanty"

•The way the hat struck Cress was so overwhelming that she felt she might search the whole world over and still not find any word, any comparison which would explain it. The hat was summertime. It was deep and broad like summer. It caused soft scallops of shadow, like summer shadows under the densest trees, to fall across her face. It was like a poem. The person wearing it would be languorous, gentle, and delicate. Looking at herself in the store mirror with that hat on, she had heard herself saying to Edwin, "If you'll be kind enough to give me your arm I think I'd like to stroll a little before the dew comes out," glancing appealingly upward at Edwin from under the brim of the shadow-casting, flower-laden hat.

"Oh, yes!" said Cress. "That's how it strikes me. May I call the store and say you'll come in tonight to look at it?"

"There's no rush, is there?" asked Mr. Delahanty.

"The rush," said Cress, "is because I want it to wear to the beach tomorrow. That is, if you approve of it, Daddy."

"What's the idea, Cress? A hat to the beach? You usually put on your bathing cap before we leave the house."

"Tomorrow," said Cress, "I'm not going to go thrashing about in the water. I am going to walk about and observe."

"You're not going to be able to observe much," said her mother, "with that hat hanging down over your eyes."

Cress ignored this. "Father, may or may not I call the S.Q.R.? You don't have to promise to buy it or like it. Only to look at it."

"I guess looking never did any harm."

"Now you've gone and done it," said Mrs. Delahanty, when Cress had gone.

"Done what?"

"Promised her that monstrosity. And all she wants it for is to parade around Balboa in it tomorrow hoping Edwin will catch sight of her."

"Is Edwin at Balboa?"

"His family is. And as far as I know they haven't abandoned him."

"I didn't promise to buy the hat," protested Mr. Delahanty. "All I said I'd do was look at it."

• Wearing the hat, Cress felt just as she had known she would: gentle and fragile and drooping.

"Father," she called from the back seat, "will you please roll up your window? It's blowing my hat."

"Cress," said Mr. Delahanty, "it's at least ninety in here now."

"It's blowing the flowers off my hat."

Mrs. Delahanty leaned across her husband and rolled up his window.

"Steer for me for a minute, will you, Gertrude?" asked Mr. Delahanty. "I want to get out of this coat before I have a heat stroke."

How ridiculous! Cress felt just right. Warm, of course, but though the car windows were tightly closed she could smell the strange salt freshness of the sea. Cress sighed so deeply with pleasure that her hat rocked unsteadily and she righted it, holding it with both hands at just the angle she hoped it would have when Edwin saw her.

Because Edwin would see her, of course. It was impossible that she, having become the owner of the most beautiful hat, should be in the same town with Edwin without his seeing it and her.

After her father parked the car, he got out his own and her mother's bathing suits; then the two of them stood for a time looking at her.

"Well," said Mr. Delahanty, "I never thought I'd live to see the day, Cress, when you'd elect to tramp up and down the boardwalk instead of going swimming with us."

"I'm going to walk and observe," said Cress, holding onto her hat.

"Observe," said Mr. Delahanty, seriously regarding her. "I can only hope, Cress, the shoe won't be too decidedly on the other foot."

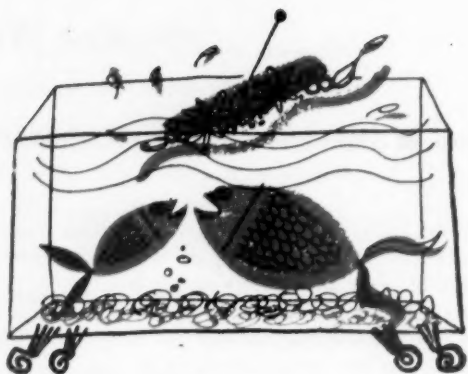
"Now, John," said Mrs. Delahanty, and though she wasn't ordinarily a mother much given to kissing, she managed to get sufficiently under the brim of Cress's hat to give her a loving kiss.

"You're all right, Crescent," she said. "Have a good time. And I hope you see Edwin."

"We'll meet you at Tiny's at four," said her father, "and have some ice cream before we go home."

• At first, Cress was so certain of seeing Edwin that she walked along the boardwalk really observing. Now and then in front of a plate glass window she stopped to admire her hat, to get it on straight again, and to poke up the stray hairs which kept dangling down from her not very solid kid-curler curls. Her mother had tried to persuade her not to wear a middy and skirt, saying they didn't go well with her hat. She was glad she hadn't listened to her. A middy was

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a nautical costume, and what was more nautical than the shore? And her hat was the heart of summer. No, looking at herself in the windows, she was very content with what she saw: under the large hat her neck looked slender and reed-like, a blossom's stem; her eyes were shadowed, her entire aspect gentle. She was glad she had worn her high-heeled patent leather pumps, too. They made her teeter a little, but a swaying gait, she thought, suited the day, the hat, and her own personality.

What with observing, keeping her hat on straight, and practicing the look of melting surprise with which she planned to greet Edwin, the first hour went by quickly. After the quietness of the ranch, the sights and sounds of a beach town on a Sunday afternoon were almost too exciting to be borne. There were all the smells of salt and seaweed, of fish and water and wind. There were all the human smells too: ladies in print dresses smelling like passing gardens; swimmers with their scents of sun-tan oils. There were the smells of the eating places: of mustard and onions, of hamburgers frying. There was the smell of frying fish from the many fish grottos. And outside these places, in the middle of the boardwalk like miniature, landlocked seas, the glass tanks, where passers-by might admire the grace and color of their dinners before eating them.

For the first hour this was enough for Cress: being a part of this abundance and knowing that at any minute she would see Edwin. For in a town of one street how could she miss him?

● Then suddenly it was past three and already the wind seemed a little sharper, the sun less bright. More of her hair had come uncurled; her neck ached from holding her head high enough to see out from under the hat's brim. A thought, with the swiftness of a stone dropping through water, settled in her mind: he isn't coming.

It was fifteen after three. At first she had been willing that Edwin see her first. Now she searched every figure, every slight, short man or boy's figure, saying, "Be Edwin." It was three-thirty. It was fifteen of four. Her hat was on one side, her mouth weary from

practicing her smile on strangers. Still, she would not give up. "Edwin, appear: Edwin, appear," she willed.

Edwin did appear, crossing the street a block away, small and neat and thin in white duck pants and a white shirt. He crossed and turned toward Cress, walking steadily toward her. In two minutes he would see her and the hat and notice her new gentleness. All tiredness and pain left Cress. She had just time to arrange herself, resettle her hat, give her now completely uncurled hair a quick comb upward. To do this she took her hat off, stood on tiptoe, and with fingers which trembled with excitement managed to get it up onto the top of one of the rectangular glass aquariums which by chance stood in the middle of the sidewalk.

Before she herself understood what had happened someone was jovially yelling, "Hey, sis, bread crumbs is what you feed them," and there was her hat, slowly, gracefully settling among the startled fish of the aquarium.

The man who had yelled was a short fat man. "What's the idea, sis?"

Cress saw that her hat, still gradually, gracefully floundering, was bleeding flamingo red into the aquarium.

"I thought it had a top," she whispered.

"The hat, sis?"

"The glass place for the fish. I thought it had a top. I was resting my hat on it while I fixed my hair."

"You was resting your hat on air, sis."

"Will it make the fish sick?" asked Cress.

"Make 'em die, sis."

Cress wanted to die herself. A sort of numbness came over her, making all the voices blurred and indistinct, making all the people distant and hazy.

Someone brought out the fish grotto proprietor. He came in his white apron and tall chef's hat, brandishing a long-handled ladle and happy at first to see his fish arousing so much interest. He shouldered his way through the crowd, his eyes bright with pleasure, until he caught sight of vermilion waters, frantic fish, and the heart of summer, still partially afloat among them.

"Who is murdering my fish?"

Cress was too frightened to reply.

"Sis here was resting her hat on the top of the aquarium," explained the fat man.

"There ain't no top," said the fish grotto owner. "Is she blind?"

"More or less, I reckon," said the fat man. "You kind of blind, sis?" he asked kindly.

Cress was able only to moan a little. With a long shudder, like a capsized ship coming to rest, her hat settled to the bottom of the aquarium. It lay there at a crazy angle, one side held up by a small castle. Flowers and fruits were now adding their color to

(Continued on page 37)



Progress Report on Youth Protection

IN the January 1953 issue of the *National Parent-Teacher*, Martha M. Eliot, M.D., chief of the U.S. Children's Bureau, gave us some disturbing information about the recent rise in juvenile delinquency and described the Bureau's Special Juvenile Delinquency Project—a privately supported effort focused on improved services for delinquent children. Her article, "A New Start on an Old Problem," also included sound suggestions for constructive action by our membership.

You will recall that the Children's Bureau outlined for itself a campaign with four goals: (1) to get at the facts of juvenile delinquency, its prevention and treatment; (2) to set forth new statements of standard practices for the care of delinquent children; (3) to arouse the public to find out what is happening to delinquent children and take steps to improve sub-standard practices; and (4) to encourage closer cooperation among local, state, and national agencies that deal with this problem.

Progress has been made on all four fronts. In the summer and fall of 1952, representatives of about one hundred national organizations came together in a series of four conferences to explore the total problem and discuss ways of mobilizing community effort. National Congress participation was reported in the January 1953 *National Congress Bulletin*. A series of five pamphlets—some previewed in draft form at the 1952 conferences, some prepared as a result of conference discussion for wide distribution by civic groups—has been released: *Some Facts About Juvenile Delinquency* (Children's Bureau Publication 340); *What's Happening to Delinquent Children in*

Your Town? (Children's Bureau Publication 342); *Helping Delinquent Children* (Children's Bureau Publication 341); *Recommended Standards for Services for Delinquent Children*; and *Books and Films on Juvenile Delinquency*.

Specialists Propose Standards

Special conferences for technical experts were devoted to the development of standard practices. Participants included judges, probation officers, juvenile police officers, child welfare workers, administrators of public and private agencies, specialists in community organization, teachers from universities and schools of social work, legal experts, psychiatrists, psychologists, and others. After each conference, preliminary drafts of proposed standards were distributed to still other competent persons for review. As a result of this careful process the following five documents will soon be ready for the use of states and communities: *Police Services for Juveniles*; *Standards for Specialized Courts Dealing with Children*; *Tentative Standards for State Training Schools for Delinquent Children*; *Suggested Legislative Language for Public Child Welfare and Youth Services Including Juvenile Delinquency*; and *Training for Selected Types of Personnel for Work with Delinquent Youth*.

In addition to these and other activities, the Children's Bureau and the Project have pursued the following lines of inquiry: (1) a survey by twenty-five state committees on children and youth to determine the extent of planning and action in the states and localities on behalf of delinquent children, and the next steps proposed by these committees; (2) a statis-

tical survey of practices in police departments for handling juveniles, undertaken in collaboration with the International Association of Chiefs of Police; (3) a survey of training schools for delinquent children, covering institution staff, cost of operation, certain practices in program, and related matters; and (4) a review and analysis of research evaluating delinquency prevention programs.

Another development that has served to center public attention on the need for concerted community action to prevent delinquency and give intelligent rehabilitative care to delinquent children has been the work of the U.S. Senate Subcommittee To Investigate Juvenile Delinquency. Members of the subcommittee are senators Robert C. Hendrickson (R.), New Jersey, chairman; Thomas C. Hennings, Jr. (D.), Missouri; Estes Kefauver (D.), Tennessee; and William Langer (R.), North Dakota.

Created by Senate resolution in June 1953, this subcommittee is authorized to "conduct a full and complete study of juvenile delinquency in the United States." Although scheduled to finish its work by January 31, 1954, the committee received an additional appropriation of \$175,000 and an extension of time until January 31, 1955. Public hearings have been held in Washington, D. C., Denver, and Boston, with a special hearing in New York to consider the effects of horror comic books. Senator Hendrickson has announced that hearings will be held in other cities as arrangements can be made.

The National Congress Recommends

The National Congress of Parents and Teachers was invited to outline its program on January 21, 1954. The chairman of the administration action committee appeared for the National Congress and described briefly the organization and work procedures coordinating national, state, and local action. It was made clear that the entire ongoing program of the National Congress is devoted to the building of healthy personalities and so to the prevention of juvenile delinquency. A short sketch was given, however, of the attention focused on the specific problem since 1899, when the National Congress adopted as part of its work program the establishment of juvenile courts and extension of probation systems.

If a constructive general program of delinquency prevention can be assumed, the testimony continued, the following are some "musts" for dealing with a problem already confronting the community:

1. *Family service*, with enough caseworkers available to (a) give guidance to parents who are aware of the difficulty and (b) reach out to parents who need, but do not seek, assistance.
2. *Competent programs for early identification of behavior problems, and referral to*
3. *Agencies that are equipped to give diagnostic service and treatment.*
4. *Protective services for dependent and for neglected children.*

5. *Flexible school programs to meet individual needs, with classes small enough to permit individual attention.*

6. *Special efforts to involve youth in recreational and group-work programs appropriate to their age, regardless of their previous disinclination to associate themselves with such programs.*

7. *Juvenile police officers and sheriff's deputies trained for work with children.*

8. *Juvenile court judges with legal training and an understanding of the factors underlying delinquent behavior.*

9. *Juvenile courts served by probation officers educated for their work, and by diagnostic agencies as required.*

10. *Detention facilities designed and staffed to facilitate treatment.*

11. *Some state agency with legal responsibility for giving leadership and consultant services to community agencies in the delinquency control field.*

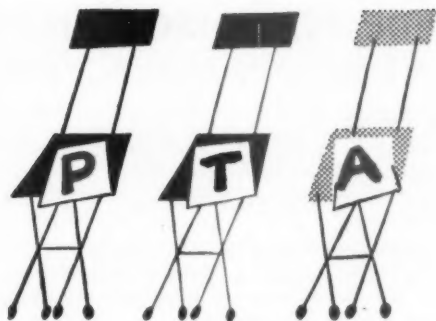
12. *Community organization for (a) sustaining a preventive program; (b) supporting desirable delinquency-control services; (c) coordinating identification and treatment services; (d) correlating services available to youth released from institutions; (e) eliminating exploiters of youth and controlling adults whose delinquent behavior is harmful to youth.*

Last year a workshop session of the national convention in Oklahoma City was devoted to a discussion of services to delinquent children. This year at the national convention in Atlantic City a general session and three workshop sessions were planned for a day-long consideration of the total problem—the prevention and control of delinquency. Much fine work has gone on all year. National and state chairmen have stimulated state and local projects. Several states have engaged in specialized studies. A wealth of information has been accumulated, and many new programs have been initiated.

The Secretary of the Department of Health, Education, and Welfare, Mrs. Oveta Culp Hobby, has called a conference, "Moving Ahead To Curb Juvenile Delinquency," to be held in Washington, D. C., June 28–30. Sponsored by the Department and conducted under the auspices of the Children's Bureau and the Special Juvenile Delinquency Project, this conference will bring together, at the Secretary's invitation, individual specialists and representatives of lay and professional groups that have been working with the Children's Bureau. They will review the accomplishments to date, discuss and define the most urgent needs at this time, and formulate next steps in a continuing program to meet those needs.

The National Congress of Parents and Teachers will be represented at this important meeting. It is expected that the findings will lend themselves readily to adaptation for state and local use, so that we need lose no time in initiating, or lending our vigorous support to, a well-planned community and state program for dealing with the urgent problem of delinquency. True, only a small percentage of our youth are involved, but these few warped lives are too many.

—ADMINISTRATION ACTION COMMITTEE
Mrs. Rollin Brown, *chairman*; John W. Headley;
Joseph A. Hunter.



projects and activities

Eight Years of Parent Education Progress in Illinois

IN COUNTLESS Illinois communities today there are no more "problem children"; there are just children with problems. This beneficial change in attitude is one tangible result of a rapidly expanding parent education program that has been carried on by the Illinois Congress since 1946. This program has been designed to promote the study of child development and to increase parents' understanding of their children and of themselves.

The program began in response to a great need for trained lay leaders to conduct P.T.A. parent education groups, using the courses published in *National Parent-Teacher: The P.T.A. Magazine*.

In the autumn of 1946 a pilot project known as the Chicago Area Lay Leadership Training Project was launched, co-sponsored by the Illinois Congress of Parents and Teachers and the University of Chicago. Local P.T.A.'s of the Chicago area were invited to send their parent education chairmen to enroll in a leadership training course held at the University of Chicago's Downtown Center.

In these courses participants learned by doing. After a brief series of orientation lectures in child development, given by the professional leader under whom the courses were organized and conducted, the members of the class themselves carried on a series of study-discussion group meetings, based on the current study programs appearing in the *National Parent-Teacher*. They criticized and evaluated their own programs, learned from their mistakes as well as from their successes, as happens in all sound training programs. The National Congress publication *Study-Discussion Group Techniques for Parent Education Leaders* has been a valuable aid.

Originally the course consisted of six training sessions of two hours each. So enthusiastic and earnest were the participants, however, that at their request it was gradually broadened to include twenty-two two-hour sessions extending over a two-year period of training. Between a hundred and a hundred and fifty lay leaders have enrolled for these courses each

year. In the past eight years more than eight hundred persons have taken training.

The courses are financed jointly by the Illinois Congress, by the Downtown Center of the University of Chicago, and by registration fees paid by local P.T.A.'s for their representatives. In return for this training each trainee is obligated to conduct a parent education group in a local P.T.A.

In the spring of 1949 the National Congress of Parents and Teachers launched a five-year expanded program to extend opportunities for lay leadership training over the country, using the Chicago area program as a pilot project.

Present Achievement, Future Promise

From the beginning the Illinois Congress has endeavored to set up similar leadership training programs throughout the state. After several sporadic attempts, a continuous pattern was evolved at a state-wide conference held in the spring of 1953 at Springfield, Illinois. The Illinois Congress invited six state universities and colleges to participate in this conference, and the response was enthusiastic. Three private institutions located in communities where leadership training programs were already begun were also invited to cooperate. As a result of the conference a state-wide program of leadership training in parent education came into existence.

Programs have been carried on at Northern Illinois State Teachers College, DeKalb; Eastern Illinois State College, Charleston; and Southern Illinois State University, Carbondale. There are also leadership training groups at Rockford College, at community colleges in Elgin and Moline, at Northwestern University, and in the public schools of Rock Island and Decatur. The pilot project at the Downtown Center of the University of Chicago has continued.

During the past year approximately five hundred P.T.A. members have had leadership training in parent education under this expanded state program. It is the fervent hope of the Illinois Congress that

steady extension of the program will gradually make such training available to every P.T.A. in the state.

It is difficult to evaluate the tremendous good that parent education in Illinois has done and is doing. How can we gauge the effects on each one of hundreds of parents—parents of many different social and educational backgrounds, neighborhoods, and creeds—who sit down together in small groups to study and discuss child development? All of them, needless to say, learn to understand their children better. Furthermore, as they discover the roots of behavior in their children, parents also arrive at a better understanding of themselves and their fellows.

Each parent education group is urged to have at least one resource person for counsel, perhaps the school principal or some of the teachers or other professional workers in related fields. The function of these wise counselors is to supply whatever information the group needs—facts or knowledge that only a specialist is likely to possess. In general the resource person is expected to consider himself a member of the group and to volunteer relevant information even when not directly asked for it.

Most of our public and school libraries provide excellent resource reading material, and many have set up parents' bookshelves for our convenience. Yet the best materials available for our groups are the study courses in the *National Parent-Teacher*.

Interest in parent education has also been stimulated in Illinois through radio and television programs, which often reach into the communities where there are as yet no P.T.A. study-discussion groups.

It is our purpose in this Illinois leadership training program to develop leaders who are well balanced, emotionally mature, and able to:

Accept and respect every member of the group and help each feel that he belongs.

Be intelligent listeners as well as good speakers.

Guide discussion so skillfully that every subject under consideration is well covered by the group.

Create a general feeling of security in the group, so that each member feels free to express his genuine feelings, thoughts, and convictions.

Help others grow in knowledge and understanding, as they themselves grow.

Is it too much to hope that, as parent education continues its gradual, steady expansion, it may help us all to acquire not only knowledge but the moral skills that are necessary for the control of a technological culture? For in those skills lies the answer to our age-long prayer, "Deliver us from evil."

Truly, spiritual health is stabilized as people know themselves better through study. In this swiftly changing society they learn, through programs such as ours, to find security in change, to guard against fear, and to gain spiritual peace.

—MARIE E. ZIMMERMAN

Chairman, Committee on Parent Education
Illinois Congress of Parents and Teachers

A GUIDE FOR DISCUSSION

See "Progress Report on Youth Protection," page 33.

Pertinent Points

1. What four goals has the U.S. Children's Bureau set up in its campaign against juvenile delinquency?
2. What is the purpose of the Bureau's Special Juvenile Delinquency Project?
3. What recommendations of the Action Program of the National Congress of Parents and Teachers are related to prevention of juvenile delinquency? What pioneering work did the Congress do on this problem?
4. How does your community measure up in regard to the "musts" listed by the authors for dealing with the problem of delinquency?
5. Reread Martha Eliot's article, "A New Start on an Old Problem," in the *National Parent-Teacher* for January 1953. On page 13 Dr. Eliot lists suggestions for P.T.A. activities to prevent juvenile delinquency. How many of these has your P.T.A. carried out?
6. How should our schools be staffed, and with what facilities should they be provided, so as to safeguard and foster the building of healthy personalities among their students? How may overcrowded classrooms and heavy teaching loads work against such a goal?
7. Do you think there are enough parent education study-discussion groups in your community? Discuss the importance of these groups in the prevention of juvenile delinquency.

Program Suggestions

The article mentions four publications on delinquency recently released by the Children's Bureau. If you have ordered and received these pamphlets, members of the group might give a short review of each one, followed by open discussion.

The U.S. Senate Subcommittee To Investigate Juvenile Delinquency has prepared a report of its findings. Write to Senator Robert C. Hendrickson, chairman, Senate Office Building, Washington 25, D. C., for a copy. Consider having the findings summarized by a panel of several members.

One special hearing of this subcommittee, we are told, dealt with comic books. It might be very illuminating to have each member bring in several copies of "horror" comic books and pass them around among the group. Discuss the values they stress, the ideas children may get from them. Notice the characterizations. Who triumphs? How? In connection with your discussion of these books you might be interested in reading *Seduction of the Innocent*, a new book about "comics" by Fredric Wertham, M.D. You might also examine the code that the National Association of Radio and Television Broadcasters has drawn up for the guidance of its members, particularly the standards set up in the first half of the code. Copies may be obtained by writing to the Association at 1771 N Street N.W., Washington 6, D. C.

Using the brainstorming technique, list some of the other things that might be done by your P.T.A. to prevent delinquency in your community.

Editor's note. Next fall we will bring our readers a full account of the general session and section meetings devoted to juvenile delinquency at the 1954 annual convention of the National Congress of Parents and Teachers, held last month in Atlantic City.

(Continued from page 32)

that of the flamingo red straw. Streaks of purple from pansies and violets, puffs of sulphurous yellow from the daisies, veins of green from stems marbled the general red of the water. And the hat was softening up. Each minute it looked less like a hat.

Cress finally found her voice. "Save my hat," she whispered.

"It's too late," the fish grotto proprietor said, "to speak of saving anything. Hat or fishes. Let 'em die together."

"Die?" asked Cress.

"Poisoned," said the fish proprietor, pointing to his frantic fish. "What've you got agin fish?"

Those who had gathered about the aquarium laughed. Somewhere among them must be Edwin, Cress thought: seeing her, seeing her face trembling with the effort not to cry, seeing her beautiful hat, its colors fading out amongst an aquarium full of fish. The laughter was not malicious; it was lazy Sunday afternoon laughter; lazy Sunday afternoon laughers, watching, as if at a play, to see what the fish proprietor would do, if he were villain or hero, straight man or clown. But it shamed Cress to the bone. It was unthinkable that anyone after such public humiliation could live. She would do nothing wild or dramatic, simply refuse food, fade quietly away, die.

• "I think you're mistaken about their being poisoned."

It was impossible, Cress thought, that anyone should be defending her: let alone Edwin—Edwin, who was always a victim himself.

"I think that color is probably from pure vegetable dyes," said Edwin. Edwin's face was as white as his shirt. But he was defending her, defying the fish grotto proprietor.

"It might even be good for the fish," suggested Edwin, "that pure vegetable dye."

"Good for them!" cried the proprietor. "Them fish have been scared to death at the very least, poison or no poison. You related to this girl?"

"No," said Edwin.

"Well, someone," said the fish proprietor, "has got to pay for my ruined fish."

"That'll be me, I reckon," said Mr. Delahanty, who was pushing his way through the crowd. He took the ladle from the fish owner's hand, and, being a tall man, was able to fetch up the hat, heavy and dripping, from the bottom of the aquarium. He held the hat toward Cress, who without a word took it. Then Mr. Delahanty handed the ladle back to its owner.

"I'll pay ten dollars," he said.

"Twenty-five," said the fish grotto proprietor. "Those were fancy fish."

"Eleven," said Mr. Delahanty.

They settled for fifteen.

○ Cress, the hat, and the fish, in an oversized kettle loaned by the fish man, occupied the back of the car on the trip home. It was a silent trip because Cress was thinking and because up in the front seat, while Mr. and Mrs. Delahanty had plenty to say, they didn't want to be overheard by Cress.

They were nearly home before Mrs. Delahanty said, very low, "What a terrible thing to happen! It might mark her emotionally for life."

Mr. Delahanty agreed. "It wouldn't have been so bad, though, if Edwin hadn't had to turn up."

"I know. She wanted to be such a lady—for him. That hat . . . and the curls . . . and then the hat in with the fish, the curls gone, and all those people laughing. I just don't think I could live down such a thing. I think I might just stick my head in the bucket of fish and end everything."

As if her own words had put an idea into her mind, Mrs. Delahanty looked quickly around.

"Cress," she cried, "what have you got that hat on your head for?"

"It'll shrink if I don't," said Cress very calmly.

"Well, let it shrink. And you've got all those colors dribbling down your face and neck."

"I'm trying to keep them mopped up," said Cress.

"Throw that hat away," ordered Mrs. Delahanty. "Toss it out the window, Cress."

"Oh, no," cried Cress. "I love it. I'm going to keep it all my life."

"Cress, that hat didn't look too good in the first place. I can't begin to tell you what it looks like now. Throw it away!"

"No," said Cress stubbornly. "I want to keep it to remember today by."

"Why in the world do you want to remember today?"

"Because of the brave way Edwin defended me," said Cress.

"Oh," said Mrs. Delahanty faintly.

"He was really wonderful, Mother. He defied that man."

"I'm afraid we missed that, Cress."

"And I was stricken, Mother, really stricken. He's always been the stricken one so far. The most I'd dared hope for was to be gentle. Then," said Cress with great satisfaction, "stricken."

There was complete silence in the car. "Don't you think I was, Mother?" Cress asked anxiously.

"Yes," said Mrs. Delahanty with conviction, "I think that's about the word for it."

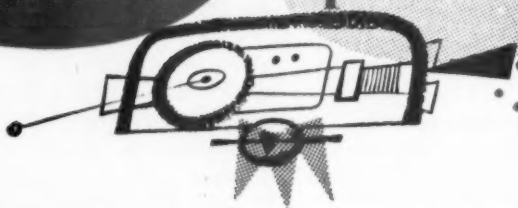
"And whenever I wear this hat, he'll remember."

Mrs. Delahanty took her husband's handkerchief from his pocket and handed it back to her daughter. "Tuck this around your neck, Cress. It'll keep those colors from staining your middy."

With one hand Cress tucked the handkerchief about her neck; with the other she kept her hat in place.

Motion

picture



previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
 MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Prince Valiant—20th Century-Fox. Direction, Henry Hathaway. Knighthood no longer merely flowers; it bursts violently into full bloom across a wide Cinemascope screen. Robert Wagner plays Prince Valiant in this robust, fast-moving tale of the days of King Arthur (based on a comic strip) and enthusiastically lives up to his name. He earnestly hurdles walls, swings through the trees, leaps over stairs, and clings to stone walls with his fingernails in the old Douglas Fairbanks tradition. Missing, however, is the spontaneous gaiety with which Fairbanks laughed at the improbability of it all. Teen-age previewers said that despite his efforts, Mr. Wagner could not make them feel he was Prince Valiant because "he did not have the charm and dash of a young man seeking knighthood." James Mason and Brian Aherne are appropriately stiff as story-book villain and King Arthur. Victor McLaglen as a slangy, humorous Viking warrior typifies the crude, one-dimensional comic strip character. Settings and costumes are brilliantly reproduced, and the landscapes and castles, tournaments and pageantry are magnificent in Technicolor. Cast: Robert Wagner, James Mason, Brian Aherne, Janet Leigh, Victor McLaglen.

Family	12-15	8-12
Good spectacle	Entertaining	Entertaining

FAMILY

Suitable for children if accompanied by adults

Adventures of Robinson Crusoe—United Artists. Direction, Luis Bunuel. An unusual and beautifully photographed version of Defoe's classic. It is an imaginative and sensitive study of a shipwrecked Englishman who lived alone for a quarter of a century, as well as a lively description of the practical problems of his island life. Fundamentally sturdy, Crusoe does not give way to dreams, though he depends heavily on animals and birds for affection and emotional sustenance. He is necessarily preoccupied with the petty details of survival (making his first batch of bread is a spiritual victory), and as the years pass he is subtly changed into a fussy, timid old man, picturesque in goatskins, armed with umbrella and musket. Happily the arrival of Friday, and his affectionate service, restores a measure of Crusoe's former manhood. This is mature though romantic treatment of subject matter that fascinates both young and old. Excellent direction and acting. Cast: Dan O'Herlihy, James Fernandez.

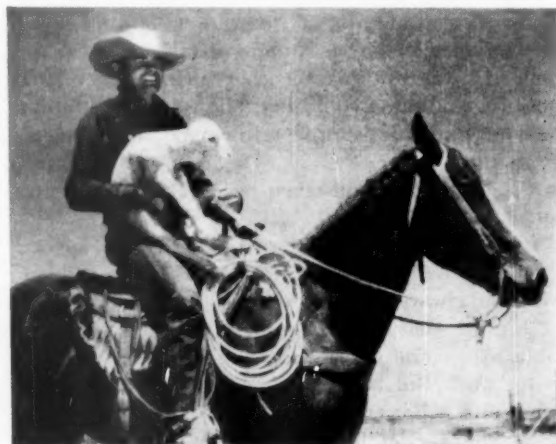
Family	12-15	10-12
Excellent	Mature	Mature

Apache—United Artists. Direction, Robert Aldrich. A superior western based on a historical episode—the one-man war waged by Massai, an Apache Indian, against the U.S. Army at the time of Geronimo's surrender. Burt Lancaster shows the proud warrior making a desperate attempt to maintain his position and the traditions of his tribe in the face of the white man's conquest of the West and the submission of his own people. His eventual submission is a foregone conclusion, but sympathy and understanding are expressed for his revolt. This is a story of human reactions in a situation that cannot be changed by the people immediately involved. There are Massai's willful determination, strength, and courage. There are the love and loyalty of the girl who follows him. There is the resignation of the Cherokee farmer who has decided to accept the white man's

way of life. And beneath the fast-moving story, well acted and directed, there is thought-provoking material, presented with rare understanding. Cast: Burt Lancaster, Jean Peters.

Family	12-15	8-12
Good	Good	Good

The Cowboy—Lippert. Direction, Elmo Williams. A colorful, authentic picture about the real American cowboy, as he used to be and as he is today. As old-timers reflect nostalgically upon the Frontier West, we see the wide, empty country where men first caught and trained wild mustangs, where cowboys got together on roundups, branded herds, and drove them on long, perilous treks through the wilderness to meet the railroads.



In *The Cowboy* we see how different is the life of a real cowboy from that shown in the usual western picture. Rescuing a stray lamb is part of his regular round of duties.

When fences were built to shut out the cowboys on the trail, hard feelings developed, and the "bad men," made notorious in movie westerns, had their start. The contrasting life of the modern cowboy is also shown to be hard and frequently hazardous. Throughout the picture the calm and homely voices of four real cowboys weave the story into the action, poetic in rhythm and composition. An excellent musical score by Carl Brandt sets the mood for each incident. Cast: Real cowboys.

Family	12-15	8-12
Excellent	Excellent	Excellent

Fireman, Save My Child—Universal-International. Direction, Leslie Goodwin. Spike Jones and his "City Slickers" indulge in hackneyed, repetitious slapstick in a loosely plotted farce. The story is laid in San Francisco at the time the old fire horse was being replaced by motorized apparatus. Spike Jones fans may enjoy the music. Cast: Spike Jones and the "City Slickers."

Family	12-15	8-12
Matter of taste	Matter of taste	Matter of taste

The 51st Dragon—Columbia. Direction, Arthur Heineman. A delightful, cleverly stylized UPA cartoon short, based on a story by Heywood Broun. A knight-in-training depends on a particular magic word for help in killing dragons. One day, in the heat of approaching battle, he forgets the word and must fight

without it. The moral of the little fable is that dependence on outer magic is meaningless, but "faith is essential to life."

Family	12-15	8-12
Delightful	Good	Good

Out of This World—Theodore R. Kufperman. An interesting if amateurish film report of the journey of Lowell Thomas and his son into the mysterious country of Tibet. We watch their arduous twenty-four-day journey by mule pack across the "roof of the world" through high and dangerous passes, their thrilling entrance into the forbidden land, their visit with the Dalai Lama. The visitors received their special invitation to visit Tibet from a government grown fearful of the Communist threat, and a letter of friendship from the Dalai Lama to the President went back with them to the United States. Unfortunately the Chinese invasion occurred soon afterward.

Family	12-15	8-12
Excellent	Excellent	Good

The Rocket Man—20th Century-Fox. Direction, Oscar Rudolph. Despite competent performances by such veterans as Spring Byington and Charles Coburn and the wistful appeal of George "Foghorn" Winslow, this fantasy-comedy about the do-good properties of a magical toy ray gun bogs down in endless talk, bewhiskered plot, and complete absence of action. The adopted son of a woman judge possesses a magic rocket gun, and a guardian rocket man who inspires him to do good deeds with it. When pointed at a wicked, speech-making politician, for example, the gun forces him to tell the truth. There are one or two amusing scenes, but the picture as a whole is a dull hodgepodge, occasionally in poor taste. Cast: Charles Coburn, Spring Byington, George Winslow.

Family	12-15	8-12
Dull	Dull	Poor

ADULTS AND YOUNG PEOPLE

Beauties of the Night—Lopert. Direction, René Clair. Here is a comedy that has both wit and style. Even when the joke tends to wear a bit thin, we are happily aware of René Clair's mastery of the cinematic art. Gerard Philippe plays a modern young composer who seeks escape from his humdrum, unsuccessful life. He dreams of past epochs in which he is the dashing lover of some very alluring young ladies. Gradually, however, the dreams turn into nightmares as he incurs the wrath of the ladies' male relatives and becomes involved in some of the less pleasant aspects of the past. Everybody seems to have had a good time making this film, and the result is a satirical romp through the ages, brimming over with charm. Cast: Gerard Philippe, Gina Lollobrigida, Martine Carol.

Adults	15-18	12-15
Delightful	Delightful	Mature

The Caine Mutiny—Columbia. Direction, Edward Dmytryk. Based on the novel of the same name, this brilliant melodrama is maturely conceived and thoughtfully acted. Captain Queeg, as portrayed by Humphrey Bogart, is no sturdy villain whom it is right to hate, but a fanatically loyal navy officer who has been under battle strain too long. Certain previewers felt that this treatment weakens the dramatic impact found in the book. We despise Queeg for his cowardice in ordering the *Caine* away from the shore instead of closing in to protect landing marines. Yet our sympathy with the silent, hostile officers is tempered by an uneasiness about Queeg himself. At the court-martial the limelight is less on Van Johnson, who saved the ship in the hurricane by disobeying orders, than on Mr. Bogart and on José Ferrer, as the lawyer whose swift, sure questioning quickly exposes the captain's shattered nerves. In fact, we might almost ask "Who is on trial here, and for what?" The bitter criticism delivered by the half-drunk lawyer at the celebration of the happy *Caine* officers comes as no surprise. His concern is not with whether mutiny is wrong or right but with constructive loyalty—a concept humane, not military. The picture conveys a timely and profoundly moral message. It is melodrama at its best. Cast: Humphrey Bogart, José Ferrer, Van Johnson.

Adults	15-18	12-15
Excellent	Excellent	Mature

The Diamond—United Artists. Direction, Dennis O'Keefe. A 3-D potboiler with a fairly ingenious plot—involving a nuclear physicist who creates diamonds as a hobby—lacks interest through poor treatment, poor script, wooden acting, and generally bad production values. Cast: Dennis O'Keefe, Margaret Sheridan, Philip Friend.

Adults	15-18	12-15
Poor	Poor	Poor

Diary of a Country Priest—Brandon Films. Direction, Robert Bresson. Who is the real saint—the man or woman who performs physical miracles or the one who, despite continuous mental and physical suffering, holds to his God and dedicates himself to God's work? In this French picture of great beauty and artistic merit a youthful, ill-equipped priest, stricken with cancer, struggles to administer his first parish and meets resistance and mockery from the townsfolk. Claude Laydu is superb as the tortured young man whose lack of talent in practical affairs and weakness of body make his task almost insuperable. The constant presence of pain and the obscurity of the plot may repel some audiences. Others will read their own spiritual experiences into this finely wrought picture. Cast: Claude Laydu, Nicole Maurey, André Guibert.

Adults	15-18	12-15
Mature	Very mature	No

Drums Across the River—Universal-International. Direction, Nathan Juran. Western hero Audie Murphy, embittered because his mother has been murdered by a drunken Indian, gradually comes to share his father's passionate desire for peace between the two races. With the help of a friendly chief he overthrows a small group of conniving white men. A western with plenty of violence and magnificent scenery. Cast: Audie Murphy, Lyle Bettger, Walter Brennan.

Adults	15-18	12-15
Western fans	Western fans	Western fans

Gorilla at Large—20th Century-Fox. Direction, Harmon Jones. A grotesque and crudely produced 3-D thriller in which a snarling, lunging "killer" gorilla provides the main attraction of a carnival. The plot involves a murder, and what with jealousy, blackmail, and revenge among the worldly-wise carnival people, things aren't really much worse when the gorilla is turned loose. Cast: Cameron Mitchell, Anne Bancroft, Lee J. Cobb.

Adults	15-18	12-15
Cheap thriller	Poor	No

Hell Below Zero—Columbia. Direction, Mark Robson. A brutal and totally irrelevant fist fight between Alan Ladd and his double-dealing partner in a defunct South African mining enterprise sets the tone for this brawling tale of modern whaling, done in Technicolor. Mr. Ladd plays the familiar role of the invincible American stranger as he helps a pretty Norwegian girl avenge her sea-captain father's murder with a minimum of subtlety and a maximum of violence. Production values are good, particularly the photography of the icy, gale-swept wastes of the Antarctic. Of interest are scenes showing how a whale is harpooned and prepared for the market. Cast: Alan Ladd, Joan Tetzel.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

Her Twelve Men—MGM. Direction, Robert Z. Leonard. Greer Garson's twelve men are her ten-year-old charges at an elegant boarding school for neglected wealthy boys. With odds overwhelmingly against her as a novice and the only woman teacher, she struggles to learn about small boys, to give warmth and understanding where they are badly needed. The pompous headmaster seems overdrawn. A handsome young professional teacher furnishes the love interest. A glossy, highly romanticized story in which Technicolor enhances Miss Garson's glamour. Cast: Greer Garson, Robert Ryan, Barry Sullivan.

Adults	15-18	12-15
Entertaining of its type	Fair	Fair

Laughing Anne—Republic. Direction, Herbert Wilcox. What starts out as a conventional tropical romance slowly achieves atmosphere and melodramatic stature almost worthy of Joseph Conrad, on whose tale, *Because of the Dollars*, the film is based. Margaret Lockwood plays a faded Parisian beauty condemned by her loyalty to her lover, former boxer Forrest Tucker, to a squalid life singing at a bar in Java. In a brief revolt from Tucker's domination she enjoys an idyllic respite with a simple, kindly sea captain (Wendell Corey). The Technicolor photography of the East Indian harbors and seas is outstanding. Cast: Margaret Lockwood, Wendell Corey, Forrest Tucker.

Adults	15-18	12-15
Matter of taste	Mature	No

The Long Wait—United Artists. Direction, Victor Saville. Mickey Spillane's crude mystery drama stars Anthony Quinn as a fist-flailing amnesia victim who discovers that he is wanted for murder and theft. His struggles to clear his name involve shooting frays, murder, and seduction. Cast: Anthony Quinn, Peggie Castle.

Adults	15-18	12-15
Matter of taste	No	No

Lucky Me—Warner Brothers. Direction, Jack Donohue. A mechanical, joyless musical—whose mediocrity is mercilessly revealed on the Cinemascope screen—about a song-and-dance quartet forced to take kitchen jobs in a Miami hotel. Phil Silvers makes unfunny lines sound fresh and amusing, and Doris Day does a professional job with some not very melodic songs. Cast: Doris Day, Phil Silvers, Eddie Foy, Jr.

<i>Adults</i>	15-18	12-15
Dull	Dull	Dull

Make Haste To Live—Republic. Direction, William A. Seiter. A tense soap-opera-and-crime picture to which the sincere acting of Dorothy McGuire lends fleeting touches of conviction. She plays the role of a fear-haunted woman who has permitted her gangster husband to pay for a murder he did not commit and waits in terror for the day when he will appear and exact vengeance. Cast: Dorothy McGuire, Stephen McNally.

<i>Adults</i>	15-18	12-15
Matter of taste	Tense	No

Playgirl—Universal-International. Direction, Joseph Pevney. An innocent country girl hits the big city, and in soap-opera fashion zooms to the top of the modeling profession with the help of a heart-of-gold night-club singer. Jealousy, murder, and attendant notoriety carry her as quickly downward, however, until she is forced to become a "party girl." The film is suggestive and sordid, crudely written and produced. Cast: Shelley Winters, Barry Sullivan, Colleen Miller.

<i>Adults</i>	15-18	12-15
Matter of taste	No	No

Riding Shotgun—Warner Brothers. Direction, André de Toth. Randolph Scott, a shotgun-toting stagecoach guard, travels far before he finds the bad man he is out to "get." An attempt at vivid characterization and more dialogue than usual take this violence-ridden western off the beaten path, but not too far. Cast: Randolph Scott, Wayne Morris.

<i>Adults</i>	15-18	12-15
Western fans	Western fans	Western fans

River of No Return—20th Century-Fox. Direction, Otto Preminger. Picturesque frontier settings are given stature by Cinemascope. The stereotyped adventure tale, although embellished with the attractions of two popular stars, dwindles in its perspective. Cast: Marilyn Monroe, Robert Mitchum.

<i>Adults</i>	15-18	12-15
Matter of taste	Poor	Poor

Southwest Passage—United Artists. Direction, Ray Nazarro. A camel caravan moving across the desert of the American Southwest adds fleeting novelty to an otherwise routine western about outlaws and Indians. Rugged scenery is enhanced by 3-D and Pathécolor. Cast: Joanne Dru, Rod Cameron, John Ireland.

<i>Adults</i>	15-18	12-15
Western fans	Poor	Considerable violence

Them—Warner Brothers. Direction, Gordon Douglas. Not from outer space, this time, but from the desert sands of New Mexico comes a hideous species of ants ten feet long, produced as the result of lingering radiation from the first atom bomb. The plot itself is routine enough, but fortified by taut direction, good acting, imaginative dialogue, realistic settings, and clever manipulation of the mechanical ants, it gives us a superior horror film. Cast: James Whitmore, Edmund Gwenn, Joan Weldon.

<i>Adults</i>	15-18	12-15
Entertaining of its type	For science-fiction fans	No

Witness to Murder—United Artists. Direction, Roy Rowland. This whodunit opens promisingly with a stormy night scene, dramatically photographed. Barbara Stanwyck is the witness to murder: Gary Merrill, the detective; and George Sanders, the murderer. As the puzzle falls into place, the thriller falls apart. Nor can a *Perils of Pauline* chase to the top of a tall building under construction do anything to put it together again. Cast: Barbara Stanwyck, George Sanders, Gary Merrill.

<i>Adults</i>	15-18	12-15
Matter of taste	Possibly	No

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Gypsy Colt—Good for all ages.

Heidi—Good for all ages.

The Parade—Young people and adults, amusing; children, delightful. 16mm.

Pecos Bill—Amusing for all ages.

Racing Blood—Fair for all ages.

Toot, Whistle, Plunk, and Boom—Excellent for all ages.

The Ugly Duckling—Excellent for all ages.

Family

The Battle of Rogue River—Good western, all ages.

Conquest of Everest—Children, good; young people, a must; family, magnificent.

The Final Test—Children, possibly; young people and adults, delightful.

The Glenn Miller Story—Excellent for all ages.

The Golden Mask—Children, fair; young people and adults, good of its type.

The Horse's Mouth—Good for all ages.

The Iron Glove—Routine for all ages.

Knights of the Round Table—Colorful spectacle for all ages.

Knock on Wood—Excellent for all ages.

Little Fugitive—Children and young people, good; family, excellent of its type.

Long, Long Trailer—Good for all ages.

Ma and Pa Kettle Back Home—Fair for all ages.

Man with a Million—Excellent for all ages.

The Pickwick Papers—Excellent for all ages.

A Queen's World Tour—Interesting for all ages.

Ross Marie—Entertaining for all ages.

Royal Symphony—Children, mature; young people and adults, good.

Saskatchewan—Good western, all ages.

Adults and Young People

About Mrs. Leslie—Children and young people, no; adults, matter of taste.

Act of Love—Children, no; young people, mature; adults, fair.

Always a Bride—Children, no; young people, poor; adults, mediocre.

April 1, 2000—Children, mature; young people, possibly; adults, interesting.

Beachhead—Children, no; young people, poor; adults, matter of taste.

Beat the Devil—Children, no; young people, poor; adults, matter of taste.

Border River—Children and young people, poor; adults, western fans.

Carnival Story—No for all ages.

Casanova's Big Night—Bob Hope fans, all ages.

Charge of the Lancers—Children, poor; young people and adults, mediocre.

Command—Children, tense; young people and adults, western fans.

The Creature from the Black Lagoon—Unadulterated hokum for all ages.

Dangerous Mission—Children, exciting; young people and adults, matter of taste.

Dragon's Gold—Mediocre for all ages.

Drive a Crooked Road—Children and young people, mature; adults, fair.

Drums of Tahiti—Children and young people, poor; adults, mediocre.

Duffy of San Quentin—Mediocre for all ages.

Elephant Walk—Children, fair; young people and adults, adventure picture fans.

Executive Suite—Children, mature; young people and adults, excellent.

The French Line—No for all ages.

The Golden Coach—Children, possibly; young people, mature; adults, collector's item.

Hell and High Water—Children, no; young people and adults, poor.

Hell's Half Acre—Children, no; young people, poor; adults, matter of taste.

His Majesty O'Keefe—Children, a bit gory; young people and adults, South Seas fair.

The Holly and the Ivy—Children, mature; young people and adults, excellent.

Indiscretion of an American Wife—Children and young people, no; adults, matter of taste.

It Should Happen to You—Children, sophisticated; young people, good; adults, excellent of its type.

Jungle Man-eaters—Very poor for all ages.

Killers from Space—Children, no; young people and adults, matter of taste.

The Lovely Night—Children, too mature; young people and adults, excellent of its type.

The Mad Magician—Children, no; young people and adults, matter of taste.

Massacre Canyon—Children, no; young people and adults, poor.

The Miami Story—Children, poor; young people and adults, matter of taste.

The Naked Jungle—Children, no; young people, mature; adults, good of its type.

New Faces—Children, no; young people and adults, matter of taste.

Night People—Children, exciting; young people and adults, good.

Othello—Children, too mature for most; young people, mature; adults, good.

Overload Pacific—Children, poor; young people and adults, mediocre.

Phantom of the Rue Morgue—Children, possibly; young people, horror film fans; adults, matter of taste.

Rails into Laramie—Western fans, all ages.

Red Garters—Children, possibly; young people, mature; adults, excellent.

Rhapsody—Children, possibly; young people, entertaining; adults, good music.

Ride Clear of Diablo—Western fans, all ages.

Riders to the Stars—Children, possibly; young people and adults, matter of taste.

Riot in Cell Block 11—Children, no; young people, thought-provoking; adults, excellent of its type.

Sandals—"Eastern" fans.

The Saint's Girl Friday—Fair for all ages.

The Siege of Red River—Children, gory; young people and adults, western fans.

Spice of Life—Children, possibly; young people and adults, amusing.

Stranger on the Prowl—Children, poor; young people and adults, fair.

Taza, the Son of Cochise—Children, no; young people and adults, fair.

Tennessee Champ—Children, possibly; young people and adults, fair.

Top Banana—Children, no; young people, poor taste; adults, matter of taste.

Turn the Key Softly—Children, no; young people, mature; adults, good.

World Without End—Good for all ages.

Yankee Pusha—Poor for all ages.

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Guidance As They Grow

PARENT EDUCATION PROGRAMS FOR 1954-55

The *National Parent-Teacher* will next year return to its former plan of three study programs—one on preschool children, one on school-age children, and one on adolescents. The preschool course will be directed by Ruth Strang of Columbia University; the school-age course by Bess Goodykoontz of the U. S. Office of Education;

and the adolescent course by Evelyn Millis Duvall, formerly of the National Council on Family Relations. Titles in the adolescent course appeared on the back cover of the May *National Parent-Teacher*. We present this month the titles in the preschool and school-age series.

Preschool Course

September
October
November
December
January
February
March
April

Pediatrician to Parents
Some Get Along, Some Don't—Why?
Sex Education That Makes Sense
Spiritual Experiences Start Early
When Children Blow Off Steam
Needed: Full-time Fathers
Don't Deny Them Discipline
Have Child-rearing Customs Changed?

School-age Course

What Is Gained by Teacher-Parent Conferences?
Some Get Along, Some Don't—Why?
Sex Education That Makes Sense
Parents Pitch In at School
When Children Blow Off Steam
How Our Schools Teach Citizenship
Forewarnings of Delinquency
Character for Freedom's Children

In some instances both courses carry the same title for the same month. Where this occurs, the topic will be discussed in two separate articles, each by a different author and each concentrating on the appropriate age level. The material in the two articles can easily be combined, however, by groups whose programs include both the preschool and the school years.

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